



**THE INFLUENCE OF READING STRATEGY AND SELF-EFFICACY ON STUDENTS' READING COMPREHENSION
(A CORRELATIONAL STUDY AT A STATE ISLAMIC
SENIOR HIGH SCHOOL IN PEKANBARU)**

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau
in partial fulfillment of the requirement for the degree of
Magister in English Education



BY :

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W

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هـ	Ha	H
ء	Hamzah	ء
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance العمة written *al-ammah*

3. Short Vowel

Fathah is written *a*, for instance الشريعة (syari'ah), Kasrah is written *i*, for instance الجبالي (al-Jibali) and *dhommah* is written *u*, for instance زولو ما (zhuluman).

4. Double Vowel

او is written *aw*, وا is written *uw*, يا is written *ay*, and اي is written *i*.

5. Ta' Marbutah

The stopped Ta' Marbutah in the last verse *h*, for instance الشريعة is written *syari'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance al-maytatu in Arabic: الميتاتو

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبد الله)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling



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ABSTRACT

Hildayanti Witri, (2021): The Influence of Reading Strategy and Self-Efficacy on Students' Reading Comprehension (A Correlational Study at a State Islamic Senior High School in Pekanbaru)

This research was aimed to investigate the influence of reading strategy and self-efficacy on students' reading comprehension at State Islamic Senior High School 3 Pekanbaru. The research design was a quantitative study by using correlational approach that consisted of two independent variables and one dependent variable. The subject of the research was the eleventh grade students of MAN 3 Pekanbaru. The sample was taken by using cluster random sampling technique and sample size by using the Slovin formula. The total population was 174 students in five classes and total sample was 70 students in two classes. The data of the study were collected by using two adapt questionnaires and a reading comprehension test. Inferential analysis namely simple and multiple regressions were used to analyze the data by using SPSS 22 software program. The research finding showed that alternative hypotheses (H_{a1} , H_{a2} , and H_{a3}) were accepted and null hypotheses (H_{o1} , H_{o2} , and H_{o3}) were rejected. First, there was a significant influence of reading strategy on students' reading comprehension with score $0.000 < \alpha = 0.05$. It categorized into positive and moderate relationship level that contributed as much as 28.3% to reading comprehension. Second, there was a significant influence of self-efficacy on students' reading comprehension with score $0.000 < \alpha = 0.05$. It categorized into positive and strong relationship level that contributed as much as 46.5% to reading comprehension. Third, there was a significant influence of reading strategy and self-efficacy simultaneously on students' reading comprehension with score $0.000 < \alpha = 0.05$. It categorized into positive and strong relationship level that contributed simultaneously as much as 50% to reading comprehension.

Key words : Reading Strategy, Self-Efficacy, Reading Comprehension

UIN SUSKA RIAU



ABSTRAK

Hildayanti Witri, (2021):

Pengaruh Strategi Membaca dan Efikasi Diri terhadap Pemahaman Membaca Siswa (Studi Korelasi tingkat Madrasah Aliyah Negeri di Pekanbaru)

Penelitian ini bertujuan untuk menginvestigasi pengaruh penggunaan strategi membaca dan efikasi diri terhadap pemahaman membaca siswa di Madrasah Aliyah negeri 3 Pekanbaru. Desain penelitian ini adalah sebuah studi kuantitatif menggunakan pendekatan korelasi yang terdiri dari dua variabel bebas dan satu variabel terikat. Subjek penelitian ini adalah siswa kelas 11 di MAN 3 Pekanbaru. Sampel penelitian diambil dengan menggunakan metode cluster random sampling dan besaran sampelnya menggunakan rumus Slovin. Total populasi terdiri dari 174 siswa dalam 5 kelas dan total sampel terdiri dari 70 siswa dalam dua kelas. Pengumpulan data dalam penelitian ini menggunakan dua kuesioner yang diadaptasi dan satu tes pemahaman membaca. Analisis inferensial yaitu regresi sederhana dan regresi ganda digunakan untuk menganalisa data menggunakan program SPSS 22. Hasil penelitian menunjukkan keseluruhan hipotesis alternatif (H_{a1} , H_{a2} , and H_{a3}) diterima dan hipotesis nul (H_{o1} , H_{o2} , and H_{o3}) ditolak. Pertama, ada pengaruh hubungan yang signifikan antara penggunaan strategi membaca terhadap pemahaman membaca siswa dengan skor $0.000 < \alpha = 0.05$. Terdapat hubungan yang positif pada kategori “moderate” dengan kontribusi sebesar 28.3% terhadap pemahaman membaca. Kedua, ada pengaruh hubungan yang signifikan antara efikasi diri terhadap pemahaman membaca siswa dengan skor $0.000 < \alpha = 0.05$. Terdapat hubungan yang positif pada kategori “strong” dengan kontribusi sebesar 46.5% terhadap pemahaman membaca. Ketiga, ada pengaruh hubungan yang signifikan antara penggunaan strategi membaca dan efikasi diri secara bersamaan terhadap pemahaman membaca siswa dengan skor $0.000 < \alpha = 0.05$. Terdapat hubungan yang positif pada kategori “strong” dengan kontribusi sebesar 50% terhadap pemahaman membaca.

Kata kunci : Strategi Membaca, Efikasi Diri, Pemahaman Membaca



ملخص

هلداينتي وتري، (2021):

تأثير استراتيجية القراءة و الكفاءة الذاتية على فهم القراءة لدى الطلاب (دراسة الارتباط على مستوى المدرسة الثانوية الحكومية بباكنبارو)

هذا البحث يهدف إلى فحص تأثير استراتيجية القراءة والكفاءة الذاتية على فهم القراءة لدى طلاب المدرسة الثانوية الحكومية 3 باكنبارو. وتصميم البحث هو إحدى دراسة الارتباط باستخدام الطريقة الكمية التي تتكون من متغيرين مستقلين ومتغير تابع. وشخص البحث طلاب الصف الحادي عشر في المدرسة الثانوية الحكومية 3 باكنبارو. و إما أن تختار الباحثة عينة البحث باستخدام طريقة العينة العنقودية العشوائية مع صيغة سلوفينيا لتحديد حجم العينة. وعدد مجتمع البحث 173 طالب يتكون من خمس فصول و عدد عينة البحث 70 طالب يتكون من فصلين. واستخدمت الباحثة استبانتين واختبار فهم القراءة كأداتان لجمع المعلومات والبيانات في هذا البحث.

والتحليل الاستدلالي هو انحدار بسيط وانحدار مزدوج مستخدمان لتحليل البيانات بحسب برنامج الإحصاء للعلوم الاجتماعية 22. وأشارت نتائج البحث إلى أن الفرض البديل الأول و الثاني والثالث هو مقبول والفرض الصفري الأول والثاني والثالث هو مرفوض. وكان الاول، يوجد تأثير العلاقة المعنوية بين استخدام استراتيجية القراءة على فهم القراءة لدى طلاب بقيمة $\alpha > 000,0$ = 50,0 مع توجد علاقة موجبة في فئة "معتدل" بنتيجة 3,28% على فهم القراءة. والثاني، توجد تأثير العلاقة المعنوية بين الكفاءة الذاتية على فهم القراءة للطلاب بقيمة $\alpha > 000,0$ = 50,0 مع توجد علاقة موجبة في فئة "قوي" أعلى قيمة 46,5% على فهم القراءة. والثالث، توجد تأثير العلاقة المعنوية بين استخدام استراتيجية القراءة والكفاءة الذاتية مشتركا في فهم القراءة للطلاب بقيمة $\alpha > 000,0$ = 50,0 مع توجد علاقة موجبة في فئة "قوي" بنسبة مئوية 05% لفهم القراءة.

الكلمات المفتاح: استخدام استراتيجية القراءة، الكفاءة الذاتية، فهم القراءة.

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CHAPTER I INTRODUCTION

1.1 Background of the Study

Reading is required in a multicultural or international environment, academic study, and self-study (Grabe, 2009). In the field of education, reading becomes an important study skill to achieve the competence required in any component of the school curriculum. Students with strong reading ability are more likely to achieve their goals in other academic fields such as mathematics and science, and to participate more widely in academic activities (Child Trends Data Bank, 2011). In contrast, students who struggle with reading might be at risk in academic setting, and other fields. It could not be denied, reading is one of basic skill to support students' learning process in exploring any information for their study and further vocation.

The goal of reading is to get information and improve knowledge that will be achieved by a comprehension. It is crucial for having excellent reading comprehension to understand and catch the proper meaning of passages. As the main point of reading, it concerns to comprehend an important message or information rather than to make sound in the brain only. According to the research of Habibian & Roslan (2014), reading comprehension is a process that involves the individual's awareness of cognitive effort and it is related to the reading purpose, such as what is read and what information already known. Therefore, it becomes a basic survival in education system.



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In Indonesia, English has been integrated into a bundle of reading, listening, writing, and speaking skills. However, reading takes more portions in language learning process and school examination. State Islamic Senior High School 3 Pekanbaru adopted the 2013 curriculum so that the basic competence of teaching reading is students' can comprehend the meaning, analyze text structures and linguistic elements to carry out a social function of written text such as invitation or business letter, song, report text, analytical exposition text, and explanation text (Department of National Education, 2016). The writer chose analytical exposition text to test students' reading comprehension since it investigated in early odd semester. In addition, senior high school students must have the ability to comprehend various genres of texts, due to most of English test comes from the texts. However, many schools around the world found the students with same type of few failures every day. They did not have sufficient reading comprehension skill to do from what is expected (K12 Reader, 2018).

Most Indonesian students realize the importance of reading itself, but they do not regard reading as a basic need in the language-learning environment. The Program for International Student Assessment (PISA) of the Organization for Economic and Development (OECD) supports that statement, which is held every three years. The last updated in 2018 showed the result of Indonesian students' literacy took 74th place from 79 countries who participate in the test and it classified into low categorization. It indicated that students' ability in reading is inadequate for what is expected. It's score only 371 vice versa with China as the



first rank 555 (Kompasiana, 2018). Thus, it becomes a consideration to further investigation about reading comprehension itself.

Based on preliminary study conducted with an English teacher at State Islamic Senior High School 3 Pekanbaru on August 10th 2020, some problems related to students' reading comprehension were found. From the teachers' perspective, the eleventh grade students mostly categorized into lower up to middle level of ability in reading comprehension. It can be identified from the students' daily test scores. It showed almost half of students passed the students' passing grade "80". It means some of the students failed having good comprehension in completing reading task. Then during online learning, they seemed confuse to answer some questions directly that relies on comprehension ability such as finding main idea or inference, even rely on high order thinking skill. Even, the teacher always motivated and gave any strategy to comprehend the text correctly. Then, some students who use reading strategy such as look up dictionary may comprehend the text, but it seemed did not work to all students. Then, she assumed few students only who belief themselves to complete reading task, and others did not either. In other cases, few students felt doubt or just guessed the meaning but it turned out into good comprehension.

From the problem above, the writer assumed a difference attainment goal of students' reading comprehension is influenced by students' internal factors. Generally, internal factors as primary affect since it originates from students' inside. Two of them are the use of reading strategy and self-efficacy. According to Carrell (1998), the use of strategies in the reading process proved



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their interaction with written text, and effective use of strategies can improve their text comprehension. In order to gain information and good comprehension of the text, it took high awareness in using reading strategy. Many practitioners such as Mokhtari & Sheorey (2002) agree that awareness of using reading strategy can help learners get the most out of a text. If the learner becomes strategic in reading, then comprehension of analytical exposition text will improve. Besides, the strategic readers should understand the impact of their reading goals on comprehension and apply appropriate strategies to enhance their understanding of difficult texts (Grabe, 2009). Most readers may encounter comprehension problems when reading texts, but proficient readers will solve these problems by consciously using effective reading strategies. It indicates every student has different frequency of using reading strategy. In another word, the more often to use the reading strategy, the better reading comprehension would be.

Moreover, another factor related to the students' success of reading comprehension comes from affective factors; one of them is self-efficacy. Self-efficacy has been studied and is considered a powerful predictor of motivation and achievement in academic fields such as language, art, mathematic, and science (Pajares & Kranzler, 1995). The students can judge that they are very capable in a particular field, but not in another field. Many students encounter difficulties in academic achievement not because they cannot perform successfully, but because they can not believe that they can perform successfully (Bandura, 1997). Students with a strong sense of academic self-efficacy have been proven to undertake challenging tasks (Bandura, 1997), expend greater effort, show increased



persistence in the presence of obstacles, display flexibility in the use of learning strategies, and self-regulate better than other students (Zimmerman, 2002; Bandura, 1997; and Schunk, 2007). Shortly, students with high self-efficacy are more eager on reading comprehension activities of analytical exposition text because they believe in their reading competence (Wigfield & Guthrie as cited in Tobing 2013). In contrast, students will avoid participating in activities that they think they are powerless (Tobing, 2013). Hence, many researchers through different studies are concerned with affective variables and need more expansion in the EFL context.

Based on the explanation above, the writer assumed the higher of using reading strategy and self-efficacy as perceived by the students, the better reading comprehension of analytical exposition text would be. Obviously, the students' success in reading comprehension does not depend on the only external factors, but more on what goes on students' inside. Therefore, it is necessary to conduct a research entitled *"The Influence of Reading Strategy and Self-Efficacy on Students' Reading Comprehension : A Correlational Study at a State Islamic Senior High School in Pekanbaru"*.

1.2 Statement of the Problem

Given the context described above, reading comprehension gets the greatest attention in language learning successful. It is noted that the ultimate academic success or failure of students largely depends on their ability to read and understand the textbooks. Reading plays a vital role and it is one of the main



sources of necessary input to students (Harmer, 2007). Obviously, its' contribution is noticeable in language academic settings even it would be test in the next school examination.

In accordance to background of study above, the students have learned English as primary subject since junior high school level. They might be clear enough in comprehending text, however, the writer found research problem. In case of reading comprehension, the writer found some of the students were still poor and far from what the curriculum expected. Yet, some of the students cannot reach the minimum students' passing grade of "80". It means the students struggled and faced difficulties in reading comprehension due to variety factors. Some phenomena addressed to the eleventh grade students at State Islamic Senior High School 3 Pekanbaru. First, teacher assumed that some of students seemed to use any strategies but they had low reading comprehension. On the contrary, some of the students seemed not to use any strategies but they had good reading comprehension. Second, teacher assumed that some of students seemed to belief in self when completing the reading task but they did not accomplish good comprehension. Nevertheless, some of the students seemed to belief in others then they have good scores of reading comprehension. Therefore, it needs to investigate further to provide a better insight.

Some previous studies showed the result of the students' incompetence to obtain best performance of reading comprehension. The demand of reading is increasing, and difficulties in reading comprehension will have more and more adverse effects on students' academic and higher education (Oberholzer, 2005).



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The other consequences might be the students' inability to deal with the current high learning standard. Indonesian students face more struggles when learning English because they have to overcome overlapping problems, both to understand Indonesian as first language system and English as foreign language (Suryanto, 2017). In brief, students' internal factors take specific action behind this failure.

Many researchers have already investigated about this issue, but they rather not to focus on students' inside simultaneously included the use of reading strategy and self-efficacy. Suharmanto (as cited in Tobing, 2013) concerned about the significance of reading strategy that enable readers to acquire appropriate comprehension while reading a text. It is also an inseparable part of all reading activities and tasks. A successful learner knows his strategy usage and why he should use them, compared with less successful readers, they use strategies more frequently (Grabe & Stoller, 2002). In addition, many previous researches showed the correlation between the use of reading strategy and reading performance, even though few researches got vice versa. Anderson (1991) reported students who used more reading strategies in test reading and textbook reading had higher on reading comprehension, no unique strategy relationship was found between high and low comprehension readers. It is supported by Koda (2005) a research in second language reading tend to show that high and low level learners use strategies differently and are related to reading performance. Somehow, Padron & Waxman (as cited in Tobing, 2013) discovered some reading strategies such as stating main idea several times may not help reading comprehension. It made



them lose time allocated for the reading tasks. In general, the use of reading strategy showed positive correlation toward reading comprehension.

Besides, many students facing difficulties in academic achievement is not because they are unable to succeed, but because they cannot believe they can do it (Bandura, 1997). It showed self-efficacy becomes a foundation for motivational in life including to influence language learning of reading comprehension of analytical exposition text. This affective variable will affect students' behavior, attempt, and decision when facing difficulties to comprehend a passage. Tobing (2013) showed in her discovery research that self-efficacy was significantly related to reading comprehension and it contributed 20% to the prediction of reading comprehension. Solheim (2011) found that reading self-efficacy had become an important positive predictor of multiple-choice comprehension scores of Norwegian college students. Finally, Barkley (2006) also showed that there was a significant correlation between student efficacy beliefs and reading comprehension performance, so students should be made aware of the term self-efficacy. These previous studies related to Bandura's statement about the difference in ability between students with high self-efficacy and low self-efficacy are confident in solving problem including paragraphs.

After exploring any references, it was found the available research findings are not conclusive enough and needs more expanded. Most of recent studies showed there is a significant influence of reading strategy on reading comprehension and positive relationship of self-efficacy toward reading comprehension. Nevertheless, the existing research is still limited scope of English



Language Teaching (ELT) and English education in Indonesia especially Riau province. In essence, this study intends to confirm and test the theory whether reading strategy and self-efficacy has significant influence on students' reading comprehension of analytical exposition text especially at State Islamic Senior High School 3 Pekanbaru. As the writer searched on Google Scholar range in 2013-2020 year and found only two published theses had the precise variables, but their location was outside of Riau province. In addition, the other similar studies have been conducted among university level in abroad. Hopefully, this research gap would be a useful novelty to support English language teaching.

1.3 Limitation of the Study

In order to avoid misinterpretation, it is necessary to state the limitation of the study. This correlational study is conducted to determine the influence of reading strategy and self-efficacy on reading comprehension at State Islamic Senior High School 3 Pekanbaru as perceived by the eleventh grade students during the academic year 2020/2021. Hence, the aspects of reading comprehension limit on students' ability to identify the main idea, specific information, vocabulary, reference, and inference of the text. Besides, it concerned into analytical exposition text in odd semester.

Besides, many factors may contribute to the success of students' reading comprehension in analytical exposition text, however, the writer focuses on reading strategy and self-efficacy. Specifically, the writer limited the use of reading strategy by the eleventh grade students. In other words, it addressed into



students' frequency of using global strategy, problem-solving strategy, and support strategy while comprehending analytical exposition text. It also noted on which strategy is preferred to be chosen among three strategies.

Moreover, the writer concerned on how students' degree of self-belief in ability in language learning. The aspect focused on general self-efficacy that concerned on individual's belief in ability to achieve goals and overcome obstacles in daily living. It divided into students' optimism, emotion, and work satisfaction. Another aspect focused on specific self-efficacy that concerned on individual's confidence in performing a specific reading comprehension task of analytical exposition text. It divided into students' progress, observational comparison, social feedback, and physiological states.

1.4 Purpose and Objectives of the Study

The purpose of this research is to investigate the influence of reading strategy and self-efficacy simultaneously on students' reading comprehension of analytical exposition text. Specifically, the objectives as follow:

1. To find out the influence of reading strategy on reading comprehension of the eleventh grade students at State Islamic Senior High School 3 Pekanbaru.
2. To find out the influence of self-efficacy on reading comprehension of the eleventh grade students at State Islamic Senior High School 3 Pekanbaru.
3. To find out the influence of reading strategy and self-efficacy simultaneously on reading comprehension of the eleventh grade students at State Islamic Senior High School 3 Pekanbaru.



1.5 Research Questions

Referring to the problems stated above, the following research questions are formulated to guide the implementation of this research as follows:

1. Is there any significant influence of reading strategy on reading comprehension of the eleventh grade students at State Islamic Senior High School 3 Pekanbaru?
2. Is there any significant influence of self-efficacy on reading comprehension of the eleventh grade students at State Islamic Senior High School 3 Pekanbaru?
3. Is there any significant influence of reading strategy and self-efficacy simultaneously on reading comprehension of the eleventh grade students at State Islamic Senior High School 3 Pekanbaru?

1.6 Significance of the Study

The result of this study is contributed to the knowledge already established in the area of language learning theoretically and practically. Theoretically, this study is expected to verify the controversial issue and expand the gap of internal factors simultaneously influencing students' reading comprehension of analytical exposition text. Besides, the result of the study can be viewed and added new insight for practitioners, teachers, and students to consider the use of reading strategy and improve self-efficacy.

Practically, this study is expected to give any consideration for a policymaker to improve and achieve the goal of reading comprehension at the senior high school level. Besides, the research finding gives a proof of students'



ability in reading comprehension of analytical exposition text, their frequencies of using reading strategy and their self-efficacy degree; so that it can help the teacher to prepare well in the classroom. Therefore, by investigating and examining the issue, the reasons behind the failure of reading comprehension can be understood. The teacher can find and adjust alternatives to increase students' self-efficacy and the use of reading strategy; so their reading comprehension would be improve.

1.7 Definition of Terminologies

There are several terms involved in this study, thus to avoid misunderstanding, it is necessary to define it as follow:

1.7.1 Correlation

Correlation is a measure of the strength in the relationship between two sets or more data sets (Richards & Schmidt, 2010). Thus, a connection or mutual relationship covers two or more variables. Similarly in Ary et al (2010), correlation is a quantitative study that takes into account the entire range of these variables to produce indicators that show the direction and strength of the relationship between variables. In this study, correlation defines the influence of reading strategy and self-efficacy simultaneously on students' reading comprehension. Reading strategy and self-efficacy indicates variable X, meanwhile reading comprehension indicates variable Y.

1.7.2 Reading Strategy

According to Cohen (1990), reading strategy is "those mental processes that readers consciously choose to use in accomplishing reading tasks" (p. 83).



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The use of reading strategy shows how readers conceive a task, how they derive meaning from the text, and what they will do when their comprehension collapses (Zhang, 2018). In this research, reading strategy focused to find out students' frequency of using reading strategy and which strategy preferred to be chosen by students in completing reading comprehension of analytical exposition text.

1.7.3 Self-efficacy

Self-efficacy is defined as people's judgments of their ability to organize and execute courses of action required to obtain a specific type of performances (Bandura, 1986). Therefore, when individuals believe that they have the ability to complete tasks, they are more likely to participate and work hard (Schunk as cited in Tobing, 2013). In this research, self-efficacy means students' judgment or belief in their capacity to achieve specific tasks in reading comprehension of analytical exposition text.

1.7.4 Reading Comprehension

Reading comprehension refers to the use of reader's background experience, common sense, vocabulary, syntactic awareness and word recognition skills to read based on a full understanding of the text (Westwood, 2008). The goal is to gain a comprehensive understanding of what is being described, not to get the meaning from each word or sentence (Woolley, 2011). In this research, reading comprehension is students' ability to identify the main idea, specific information, vocabulary, reference, and inference of analytical exposition text.



CHAPTER II

LITERATURE REVIEW

This chapter reviews the theories that are relevant to study about the influence of reading strategy and self-efficacy on students' reading comprehension of analytical exposition text. Besides, the heading consists of defining reading comprehension, reading strategy, self-efficacy, related studies, operational concept, assumption and hypothesis. The details of literature reviews are presented below.

2.1 Defining Reading Comprehension

Commonly, people have curiosity nature to know and read something, either for enjoyment or finding specific information purpose. They are actively working on the text and understanding without looking every single letter or word. Unconsciously, every aspect of life involves reading skill. Hence, reading is a necessary issue, which is not only about enjoyment but also necessity as the basic tool in education field. Reader should discover the messages from a text by connecting their knowledge based on writer's point of view. In other words, it is such an interactive process to produce a good comprehension. Therefore, students of senior high school level are expected to have a good comprehension of various text genres. It is as a basic to reach a successful in both school academic and life.

The experts have discussed reading comprehension for many years and described it in various ideas. Hence, the writer searched any references to find out a rich concept of reading comprehension itself. Clearly, the table 2.1 provides a concept summary of reading comprehension as defined by scholars in the field.



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Table 2.1
Views on the Concept of Reading Comprehension

Author (year)	Concept
Woolley (2011)	Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.
Oakhill, et al (2015)	Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.
Hock, et al (2009)	Reading comprehension is a process in which the reader constructs meaning from text-based information. During this process, the reader creates a mental representation of the meaning of the text by using features of the text and the reader's knowledge of the world.
Westwood (2008)	Reading comprehension is reading a text with full understanding draws on the reader's background experience, general knowledge, vocabulary, syntactical awareness and word identification skills.
Snow & Chair (2002)	Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The use of extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension

From the views and definitions mentioned above, the writer inferred some important points. Most of experts have similar ideas that reading comprehension is a process of making meaning thoroughly rather than extract meaning of single word. The reader receives messages then activates prior knowledge, and try to guess the writer has intended meaning from the written language clues. In other words, reading comprehension is reader's action to interpret and make meaning of written text, try to comprehend it by connecting what we have known, and to be actively involved in reading text.



According to Achour (2016) reading and comprehension are two terms which complement each other, where reading is the tool and comprehension is the product. For more details, reading related to the written texts and comprehension related to the readers themselves, depending on their prior knowledge and their attitudes towards reading. It means that comprehension can be achieved if the readers have some basic intellectual equipment in order to comprehend and understand what is read. In reference to Torgesen (as cited in Westwood, 2008),

“Good readers are active in the sense of becoming involved cognitively and emotionally in what they reading are. They are often seen to use text as a way of obtaining new information, acquiring new ideas, solving problems, and as a source of enjoyment.....”

In addition, there are three elements of comprehension. First is the reader; to comprehend passage, a reader must have a wide range of capacities and abilities that include cognitive capacities, motivation, and various types of knowledge. Second is the text; the features of text have a large effect on comprehension and it does not occur by simply extracting meaning from text. The last is the activity; texts can be difficult or easy depending on factors inherent in the text, on the relationship between the text, knowledge and abilities of the reader, and on the activities in which the reader is engaged (Snow & Chair, 2002).

Besides, there are comprehension levels that developed in any forms by the experts. It is suitable with reading taxonomies. According to Heilman (1988), three levels of comprehension namely literal, interpretive, and critical.

First is literal comprehension. It is the lowest of three levels that requires reader to retell or recall the facts of information presented in a text. The questions are really factual and detailed such as name of characters, details of



settings, sequence, and so forth. The ability which refers to this level are: knowledge of word meanings, recalling of ideas directly stated, understanding of grammatical clue subject, verb, pronoun, and so forth. Recall comprehension comes largely from the text and can easily be evaluated. Some questions for this level such as “where was the princess?, when....?, what is....?”.

Second is interpretive comprehension. This level requires the reader's ability to take information that is inferred or implied within a text. It is more sophisticated since requires the orchestration and manipulation information from the text that resides within the reader's background knowledge. The ability which refer to this level are : reasoning with the information presented to understand the writer's tone, purpose, attitude and inferring factual information, main ideas, comparison, and so forth. Some questions for this level such as “will the cat climb the tree again?, why.....?, what you can conclude....?”

Third is critical comprehension. It is the highest level of taxonomy that involves making critical judgments about the information presented in the text. In depth, analysis and critical thinking are necessary to make informed judgments. It also depends on reader's own background, interest, quality, and so forth. The ability which is refer to this level are reacting to information in a text indicating its meaning to the reader, analyzing the quality of written information in terms of some standards. Some questions for this level such as “explain if you agree and disagree to this statements!”, how would you describe.....?”.
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Specifically for senior high school level, the students are expected to master literal and inferential comprehension.



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2.1.1.1 Main idea

Main idea is the importance pieces of information to know the concept of the text. It is a skill to grasp the main point in each paragraph where the keyword will be repeated by supporting details. In addition, main idea is a sentence or generalization that tells what the paragraph is about which usually found at the beginning, middle, or the end of paragraph (Brown, 2001). Somehow, in some paragraph the main idea is not explicitly stated in one sentence. This can make students may get confused to see what or where the main idea is located.



2.1.1.2 Specific information

Specific information or supporting details develop the topic sentence by giving definition, examples, facts, comparison, analogy, cause-effect, and so forth (McWhorter, 2003). The question used to check students ability to understand material that is directly stated in the text. In other words, the students should look for the information that relevant to the goal in mind. To find out the answer of specific question, reader can note or underline the key word in the question and scan the text for that words synonym. Some example of specific information such as : “All of the following are true, except ...; a person, date, or place is ...”.

2.1.1.3 Vocabulary

Vocabulary is the stock of words used by people (Wallace, 2003). It is the fundamental thing for everyone who want to produce an utterance. In this case, the student expands new their knowledge of vocabulary while reading a text, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Sometimes, making prediction from the context will help students understand the meaning of word without looking at dictionary.

2.1.1.4 Reference

Reference is the intentional use to show something else in which one provides the information to interpret the other. It is used to prevent unnecessary repetition of words or phrases that are usually used a type of pronoun. In this case, students are expected to understand for what the pronoun in the sentence are used whether to show people, place, or situation.



2.1.1.5 Inference

According to McWhorter (2003), inference is an educational guess or prediction about something unknown based on available texts and information. In this case, the students are expected to find the conclusion of statement by combining clues and background knowledge. The clues will help students to build assumption and draw conclusion. Some example of questions such as : “it can be inferred from the passage..., what the meaning of statement above?”.

In brief, those aspects are as reference to measure students’ reading comprehension at State Islamic Senior High School 3 Pekanbaru.

2.1.2 The Process of Reading Comprehension

As mentioned before, reading comprehension is the complex and interactive process in which the reader composes meaning from the text. There are three types of constructing meaning process revealed by some experts as follow:

2.1.2.1 Bottom-up processing.

Bottom-up processing considers the process of reading is as phonemic units (Brown, 2001). The reader must recognize a multiplicity of linguistic signal includes letters, morphemes, syllables, words, phrases, grammatical cues, and discourse makers. In other words, the reader has to scan from letters to letters, identify the words from one to another, associate among phrases, clauses, and sentences. Finally, it is processed into phonemic units denoting lexical meaning and attains some comprehension of the text.



2.1.2.2 Top-down processing

Top-down processing showed the reader involves their knowledge of syntax and semantic to create meaning of the text (Brown, 2001). The reader constructs meaning by checking their early knowledge to the text being read. Obviously, activating reader's background knowledge is very necessary in getting the meaning of the text. In this processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions that have been made precedent. Finally, the reader makes some prediction and comprehension of the text.

2.1.2.3 Interactive processing

As mentioned by Brown (2001), interactive processing is a combination between top-down and bottom-up processing. In this type, the reader also predicts the probable meaning of the text, then moving to the bottom-up process to check whether it is suitable with the author's idea. It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text. In brief, the three processes help students getting a good comprehension.

2.1.3 Assessing Reading Comprehension

According to Richards & Schmidt (2010), "assessment refers to a systematic approach to collect information and make inferences about the students' work or ability"(p.35). It is clear that assessing is the way on how teacher assesses students' performance and ability in comprehending a written text. Accurate assessment of reading comprehension is truly necessary to know whether the learning goal is being met, identify students who need remediation,



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and help plan the future instruction. In this study, intensive reading being a concern to assess reading comprehension since the teacher would select the appropriate academically text for students. Hence, Brown (2001) revealed many techniques for testing intensive reading as follow:

2.1.3.1 Cloze tasks

Cloze task are typically constructed by deleting from selected texts every word and simply requiring the test-take to restore the word that has been deleted. In written English language, a sentence with a word left out should have enough context that a reader can close that gap with calculated guess, using linguistic expectancies (formal schemata), background experience (content schemata), and some strategic competence. It can be constructed relative easily as long as the specifications for choosing deletions and scoring are clearly defined.

2.1.3.2 Short answer task

In this technique, a reading passage is presented and the test taker read questions that must be answered in a sentence or more. Questions might cover the same specifications indicated comprehension test, but be worded in the question form. Teacher needs to develop consistent for acceptable students' responses.

2.1.3.3 Scanning

Scanning is a strategy used by the readers to find relevant information in a test. Assessment of this technique is carried out by presenting test takers with a text and requiring rapid identification of relevant bits of information. The scoring is amenable to specify if the initial directions are specify even timing may also be calculated into a scoring procedure.



2.1.3.4 Ordering tasks

In this task, students are given a scrambled set of words, sentences, paragraphs, or texts and have to put them into their correct order. Because students always enjoy the activity of receiving little strips of paper, each with a sentence on it, and assembling them into a story.

2.1.3.5 Matching techniques

Here two sets of stimuli have to be matched against each other, for example matching headings for paragraphs to their corresponding paragraph, title of books against extracts from each book.

2.1.2.4 Dichotomous items

Students are presented with a statement which is related to a target text and have to indicate whether this is True or False, or whether the text agree or Disagree with the statements.

2.1.2.5 Multiple choices

Multiple choices technique is the common way to asses reading comprehension and also known as impromptu reading plus comprehension questions. It allows tester to control the range of possible answer to comprehend questions, and to some extent to control the students' though processes when responding it. The specifications are not just a string of straight comprehension questions that follow the thread of passage. Somehow, the question represents a sample of the test specifications for TOEFL reading passages which are derived from research on a variety of abilities readers exhibit. This technique is the common task to assess students' text comprehension.



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In this research, the writer used multiple-choice technique because it is easy and quick for scoring. The questions were organized based on syllabus, aspect of reading comprehension and comprehension level.

2.1.4 Reading Comprehension in Senior High School Curriculum

In Indonesia, most of senior high schools have been implemented 2013 curriculum, one of them is State Islamic Senior High School 3 Pekanbaru. Based on the regulation of the Education and Culture Minister no. 36 (2018), English becomes obligatory subject which has a purpose to develop students' communication ability included listening, speaking, writing, and reading in oral or written text. The competency standard formulation of reading skill are understanding various meanings (interpersonal, ideational, textual) in various interactional and monolog written texts such as descriptive, narrative, procedures, analytical / hortatory exposition, and so forth. The basic competency of reading are described clearly into some indicators specifically for eleventh grade. The indicators are students' ability to identify steps rhetoric development of text, identify main idea, identify supporting ideas, and identify the language features.

In foreign country, reading becomes a stepping-stone to develop other skills, so that it gets special attention in this study. Moreover, the new national regulation to asses reading literacy will be supposed to the eleventh grade students. Therefore, reading as primary concern is also reflected in the 2013 curriculum used by State Islamic Senior High School 3 Pekanbaru. The writer analyzed the English syllabus focusing on basic competency 3 and 4. In turns out that from 21 basic competences at eleventh grade, 9 basic competences focused on



reading comprehension achievement by using keyword of differentiate and grasping the meaning. Clearly, it becomes one consideration to follow up the study about reading field.

2.1.5 Students' Reading Comprehension of Analytical Exposition Texts

Gordon (1990) states the expository is a written text to inform the readers about a specific subject. Generally, it divided into two types namely analytical exposition and hortatory exposition. In language “analytical” means to examine or test something carefully. Literally, analytical exposition is a text that tries to provide a comprehensive issue by displaying supporting opinions. In another word, analytical exposition text evaluates topic critically but focuses only on one side of an argument which is supporting by facts and relevant information.

The expected indicators of analytical exposition text are identifying main idea, specific information, vocabulary, reference, and inference. Moreover, the social function of analytical exposition text is to persuade the audience or reader to look at an issue with authors' perspective (English Book, 2017). Meanwhile this text should be state clearly the point of view, use valid research findings to support viewpoint, defend viewpoint, and support the viewpoint with factual data like graphs, pictures, or charts.

Furthermore, it is important to know about generic structure of analytical exposition text. First is thesis that introduces a topic, outlines main idea or point of view to be presented. Second, is argument that provides the evidence (arguments) to support the thesis statement, where each paragraph identifies a particular point, the elaboration may be further description, analysis, justification,



giving examples, comparing and contrasting, and so forth. Third is reiteration that restates the position, perhaps with some emphasis. In short, the students should be able to identify the generic structure of analytical exposition text.

Besides, there are several language features should be learned in this text. They are focus on generic human and non human participant (e.g: car, pollution), the use of mental verbs that used when expressing opinions (e.g: like, believe), the use of words that link arguments (e.g: firstly, therefore), the use of present tense (e.g: Andy is quiet boy), the use of compound and complex sentences, the use of modal and adverbs (e.g: can, may, certainly). Hence, the students should able to identify the language features for whole paragraph of analytical exposition text (English Book, 2017). The writer provides example of analytical texts as follow:

Table 2.2
Example of Analytical Exposition Text

Text Organization	Banning of motorbikes is necessary in housing areas
Introduction (Thesis statement)	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient from of transportation, I think they are hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.
Argument 1 + elaboration	First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous



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	for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming.
Argument 2 + elaboration	Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer are a major trigger of asthma and high blood pressure. Some of the diseases are so ghastly and kill people.
Argument 3 + elaboration	Furthermore, motorbikes create too much noise. There is “vroom vroom” noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging. The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults.
Argument 4 + elaboration	Finally, motorbikes are responsible for horrible for horrible accidents. In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road.
Reiteration (conclusion of thesis statement)	In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

2.2 Defining Reading Strategy

Oxford (1990) provides the most comprehensive definitions of language learning strategy in general which can be easily applied to reading strategy as



well. “Language learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information, specific actions taken by the learners to make learning easier, faster, more enjoyable, self-directed, effective and transferable to new situations”(p.8). Clearly, strategy is an action that performed consciously to some extent by the language learners. It is an aware activity because students are learning while they are conscious of the process.

In this research, it focuses on the use of reading strategy specifically in comprehending analytical exposition text by the eleventh grade students. The reading strategy is important for what they revealed about the way readers manage their interactions with written text and how these strategies are related to reading comprehension. Many researchers offer a variety of theoretical definitions of reading strategies during the decades as follows:

Table 2.3
Views on the Concept of Reading Strategy

Author (year)	Concept
Garner (1987)	“Reading strategies as generally deliberate, playful activities undertaken by active learners, many times to remedy perceived cognitive failure”(p.50)
Carrel (1998)	Reading strategies means interest not only for what they reveal about the ways reader manage interactions with written text but also for how the use of strategies related to effective comprehension.
Abbot (2006)	Reading strategies are the mental operations or comprehension processes that reader select and apply in order to make sense of what they read.
Barnett (1988)	Reading strategies as the mental operations included when the reader approaches the text effectively and makes sense of what he/she reads

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Afflerbach (2008)	Reading strategy as goal directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meaning of text.
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From definitions stated above, it is clear many experts have similar ideas about reading strategy and one of important gap is the use of reading strategy indicated students' awareness to interact with the text. One of advantages by knowing the reading strategy employed, it can be a basis in planning English language teaching. Reading strategy also helps students to gather new information and then assimilate into their existing knowledge when reading a text. Therefore, appropriate reading strategy helps explain the performance of good language learners, meanwhile inappropriate reading strategy would add the misunderstanding for the poor language learner. In linear with the effort of using reading strategy is different each other. It more depends on students' consciousness process to manage effective comprehension of the text. Even, some previous study focused to compare the use of reading strategy between less successful and more successful learners.

According to Hyland (1990), the purpose of using reading strategy described to have general knowledge, get specific detail; find the main idea or theme; learn, remember and delight; summarize and do research. Pertaining to the importance of reading strategy, several key strategies had been proven in the verbal protocols by Pressly & Afferbach (1995). It includes overview before reading, look for the importance information and pay greater attention to it, relate important points to one another, activate and use prior knowledge, change



strategies when facing poor understanding, then monitor understanding and take action to correct inaccuracies comprehension.

2.2.1 Classification of Reading Strategy

In terms of strategy categories, “strategies can be cognitive that they can involve mental processing or they can be more social in nature, and their effective use is enhanced by metacognitive awareness” (William & Burden, 1997, p.149).

Cognitive strategies function for effective retrieval, storage, and acquisition of information for readers to extract and construct meaning from texts. Meanwhile metacognitive strategies address readers’ knowledge of cognitive resources, awareness of cognitive processing, and the ability to adjust utilized strategies are performed by readers to check the outcome of any attempt to solve a problem, plan one’s next move, monitor the effectiveness of any attempted action, and test, revise, and evaluate one’s strategies for learning.

Since 1979, most researchers have viewed reading as an active process in which learners actively interact with a text by applying different aspects such as reading strategies. Therefore, reading strategies have been the focus of a great deal of studies. It leads to reading comprehension and its analysis provides insights to how readers interact with a text and how their choice of strategies influences their comprehension.

There have been some suggestions to classify the use of reading strategies identified in literature. The earlier theory addressed to Chamot & O’Malley (as cited in Koda, 2005), there are three categories of reading strategies based on their functions. The first category is cognitive strategies that are used to



complete cognitive tasks such as inference and word-part analysis. The second is meta-cognitive strategies that are used to control the cognitive processes such as comprehension monitoring and repairs. The third is social and affective strategies that are used by the readers to cooperatively interact with others during the reading process such as in asking assistance from others.

Meanwhile, Slataci & Akyel (2002) suggested two main categories of the reading strategy classification on his research work entitled “Possible Effects of Strategy Instruction on L1 and L2 Reading”. It can be classified into cognitive strategies and metacognitive strategies. Cognitive strategies lead the readers to construct meaning from the text, which had a binary division as Bottom-up and Top-down. Within the sub-category of Bottom up strategy divided into three strategies including individual word focus, intra sentential features, and restatement. Meanwhile within Top-down strategy subcategory divided into nine strategies such as predicting, making inferences, and using prior knowledge. Then, the second category is metacognitive strategies defines as a strategy that function to or regulate strategies such as commenting on task and behavior.

In Anderson’s (1991) point of view, he classified reading strategies into five categories. They are supervising strategies that are used to monitor progress in comprehension, support strategies to regulate processing behaviors, paraphrase strategies that involve local information processing such as using cognates and word analysis, strategies to establish coherence in text that involve global text information processing, and test-taking strategies that are used in completing a task in a reading test.



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In addition, Mokhtari and Sheorey's (2002) developed a Survey of Reading Strategies (SORS) to measure the use of reading strategies. They classified reading strategies into three types, namely global, problem-solving, and support strategies. The differences among the strategy classifications are identified in two factors. Some categorizations are based on cognitive and meta-cognitive strategies whereas the other categorizations on local and global information processing (Koda, 2005). In this study, the writer took this model since it was appropriate in metacognitive awareness to find out the students' frequency used of reading strategy in ESL/EFL context.

2.2.2 Mokhtari and Sheory's Reading Strategy Model

Survey of Reading Strategies (SORS) was formerly based on the Metacognitive Awareness Reading Strategies Inventory (MARSI) which originally developed by Mokhtari and Reichard (2002) and the authors removed two items namely 'summarizing information read' and discussing what one reads with others'. It happened since the two items do not specifically constitute to reading strategies as conceived in the current research of literature review on metacognition and reading comprehension. Nonetheless, these two strategies are necessary considered for readers specifically for those who read English for specific academic purpose.

Based on explanation above, a SORS with some modification by adding two or more mentioned strategies might be recommended in reading strategy research. Furthermore, Mokhtari and Reichard (2002) divided the strategies into three categories namely Global strategy, Problem-solving strategy, and Support



strategy. The distinction of the categories is useful to the studies of reading strategies to identify the strategies used by students. According to different criteria, reading researchers usually administrate reading strategies differently. In present study, Mokhtari and Reichard's reading strategy model is utilized as consideration to classify the use of reading strategy while comprehending analytical exposition text. Three main categories described clearly as follow:

2.2.2.1 Global Strategy (GLOB)

Global strategies involved planning how to read and managing comprehension. Global are those intentional, carefully planned technique by which learners monitor and manage their reading comprehension such as having purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. They contain 13 items originally and represent a set of reading strategies oriented toward a global analysis of text. These strategies can be thought of a generalized, intentional reading strategies aimed at setting the stage for the reading act. The writer adjusted the items of global strategy while comprehending analytical exposition text in EFL context. The items can be seen as follow:

1. Read analytical exposition text with a purpose in mind
2. Think about what I know to help me understand what I read (pre-information)
3. Over all view the text to see what it's about before reading analytical text
4. Decide whether the content of analytical text fits with reading purpose
5. Review the text first by noting characteristics including length and organization



6. When reading analytical text, decide what to read closely and what to ignore.

7. Use tables, figures, and pictures in analytical exposition text to increase full understanding

8. Use context clues to help better understanding in analytical exposition text

9. Use typographical features like bold face and italics to identify key features

10. Critically analyze and evaluate the information presented in analytical exposition text

11. Check understanding when coming across new information

12. Guess what the content of analytical exposition text is about when reading

13. Check to see if guesses about the analytical exposition text are correct

2.2.2.2 Problem-Solving Strategy (PROB)

Problem-solving strategies are conscious choices that occur when directly involved in text while encountering comprehension problems. These strategies target to repair problems include, re-reading to ameliorate comprehension, making a guess on the unfamiliar vocabulary based on context clues, reading slowly to understand and evaluate what is being read. In addition, it includes functions and manners that readers use when they meet difficulties in comprehending textual information. It refers to functions like as rereading hard to understand text and adapting one's reading rate to the difficulty level of what they are reading. The writer adjusted the items of problem-solving strategy while comprehending analytical exposition text in EFL context. It consists of 8 items:

1. Read analytical exposition text slowly and carefully to make sure I understand what I am reading



2. Try to get back on track when distracted or lose concentration
3. Adjust reading speed according to the reading material of analytical text
4. When analytical text becomes difficult, pay closer attention to the material
5. Stop from time to time and think about the content of analytical text
6. Try to visualize information of analytical text to assist in remembering
7. When analytical text becomes difficult, re-read to increase understanding
8. When reading analytical exposition text, guess the meaning of unknown words

2.2.2.3 Support Strategy (SUP)

Support strategies are back up strategies that assist text comprehension after global and problem-solving strategies are utilized. Translating from L2 into L1, paraphrasing to understand better, underlining information to remind important points, and asking questions to monitor responses for understanding are some of the strategies for support mechanism. Moreover, students need to know that there are other support materials available to them, further to the teacher and the text. It presents the use of producing outside reference materials from the text such as using notes in the margins, summarizing, or simple underlining of important information. The writer adjusted the items of support strategy while comprehending analytical exposition text in EFL context. It consists of 9 items:

1. Take notes while reading analytical exposition text to assist in understanding
2. When analytical exposition text becomes difficult, read aloud to assist in understanding
3. Underline or mark-up information of analytical exposition text to assist in remembering



4. Use reference materials (dictionaries, etc.)

5. Paraphrase/restate to better understand

6. Go back and forth in the text to find relationships among ideas

7. Ask self-questions to find answers in analytical exposition text

8. Read aloud when facing difficult text to understand

9. Discuss with others to check understanding of analytical exposition text

In brief, those types are utilized to find out the students' frequency used of reading strategy in comprehending analytical exposition text. The writer adapted the items, translated into Indonesian language and matched with EFL students' context.

2.2.3 The Use of Reading Strategy by EFL Learners

Indonesia as a country in expanding circle, reading literacy becomes an essential part of National assessment that will be implemented for the eleventh grade students in 2021. One of important part to be assessed is literacy include reading comprehension. There are some factors that may affect learners' understanding of the texts such as target language proficiency and vocabulary; knowledge of the content, and the use of reading strategies (Zare & Nooreen, 2011). He revealed that reading strategy is one of noticeable factors in comprehending a text because the readers may change the reading strategy they use depending on the text that they read. Consequently, the use of reading strategies becomes important skills to achieve good comprehension.

Readers' use of reading strategies is informed by their metacognitive awareness of the strategies and how these strategies can be maximized for optimal



effects in solving comprehension problems (Carrell, 1998; Cohen, 1990; Zhang, 2018). Many studies were conducted in EFL contexts to view the use of reading strategies by different age groups with different levels of English competence. They showed that regardless of age and language levels, learners applied various reading strategies while reading an English text.

A study by Kong (2006) investigated about the use of reading strategy by four Chinese adult learners in the United States. Two of the samples were taking an English course to improve their English proficiency, one was a graduate students and another worked in the United States. Besides, they had different levels of reading competence. The research finding showed some strategies that employed while reading English texts. The participants used some similar strategies include using text structure, prior knowledge, and evaluating the text. Nonetheless, they applied more varied of reading strategies while comprehending the English text than reading the Chinese texts. It seemed that reading in Chinese had become so automatically used for them.

In other words, the more competent readers seemed to apply more strategies than less competent ones, and EFL learners applied more various strategies while reading in English than reading in their mother tongue. Language proficiency of the learners was also regarded as a variable that affects their reading ability, so the more proficient was the better they could read in English. In the end of this study, learners seemed to use one type of strategies more frequently than other types. Somehow, there is no existing proof whether each strategy types has different influence on students' reading comprehension.



2.3 Defining Self-Efficacy

For many years, the concept of self-efficacy is regarded as an important variable in language learning process in many scientific researches. Self-efficacy is a theory constructed under the Social Cognitive theory of Bandura since 1977. He published his seminar work “Self-Efficacy: Toward a Unifying Theory of Behavioral Change”, a large number of studies in the fields of psychology and education appeared. It considered as the central of effort or mediated the relationship between knowledge and action. According to Bandura (1997) self-efficacy is “people’s judgments of their capabilities to organize and execute courses of action required attaining designated types of performances” (p. 391). It is as a specific type of expectancy concerned with a person’s beliefs in his/her ability to perform a certain action or a set of behaviors required to produce an outcome. Besides, it has been studied and regarded as a significant influence and predictor to performance in language learning. A few writers have attempted to define self-efficacy as stated in table 2.4

Table 2.4
Views on the Concept of Self-Efficacy

Author (year)	Concept
Bandura (1986, p.391)	Self-efficacy “is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses”.
Maddux (2000)	Self-efficacy is not predictions of behaviors or intention to behave, so it is not concerned with what I believe I <i>will</i> do, but with beliefs of what I <i>can</i> do
Pajares	Self-efficacy is a person’s beliefs to perform a specific task

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(1996)	successfully, and is linked closely to initial task engagement, persistence and achievement.
Schunk (as cited in Tobing, 2013)	Self-efficacy as beliefs about one's capabilities to learn or perform behaviors at designated levels. So, when individuals believe in their ability to perform an activity, they are more likely to engage in it, working hardly in order to successfully reach the goal

Based on definitions above, they all paraphrased and referred to Bandura's belief of self-efficacy. The main point that self-efficacy has strong relation with students' judgment of their belief on capability to achieve something. The beliefs may be because of contextual factors. For example, an individual may have a positive self-efficacy belief for driving on country roads; however, the belief may change because of driving in the city (Bandura, 1986). Besides, he clarified that "self-efficacy is concerned not with the skills one has but with judgments of what one can do with whatever individual skills one possesses" (p.391). This notion supports the claim that distinction between self-efficacy and other self-constructs. It differs from other self-constructs because it is focused around judgments of capabilities to perform a certain task.

The main concept of self-efficacy is often confused and made people assumed of the existence similarities with self-esteem. Somehow, Bandura (1997) stressed that the two terms are completely has different concepts. Self-efficacy refers to people's judgment of their capabilities and abilities whereas self-esteem refers to judgments of self-worth. It is supported by Schunk (2007) revealed that self-efficacy concerns with the questions "can", for example "can I do this reading task?" meanwhile self-esteem or self-worth described around the question of feel, such as "how do I feel about my reading skills?". In addition, people can be



inefficacious in one activity without losing their self-esteem because they do not regard the activity worthy. On the contrary, people can have high self-efficacy in one activity but may not feel self-esteem in doing it when the activity is not socially acceptable.

In this research, the writer focused to examine students' self-efficacy in reading comprehension. Reading self-efficacy is a subset of general learning self-efficacy. It asserts readers' beliefs about themselves as readers often impact their literacy development. Shortly, self-efficacy shows what learners believe about their capabilities to understand a text, their choices in strategy use, their interest and stance toward a text, and the purpose for their reading. It means that self-efficacy is learners' perception of their reading abilities to perform various reading tasks, such as understanding the main idea, guessing the meaning of an unknown word, and inferring the authors' attitudes toward their own text.

2.3.1 Types of Self-Efficacy

Researchers found that there are two types of self-efficacy namely General Self-Efficacy (GSE) and Specific Self-Efficacy (SSE), and their effects can be measured independently of each other.

2.3.1.1 General Self-Efficacy (GSE)

General self-efficacy assesses a broad and stable sense of personal competence to deal effectively with a variety of stressful situations and it is an individual's perception of his or her ability to perform across a variety of different situations. It is also viewed as the individuals' tendency to view themselves as capable of meeting task demands in a broad array of contexts" (Chen, Gully, &



Eden as cited in Maddux, 2000). Clearly, it is the belief about one's ability to achieve goals and to overcome obstacles in daily living. It is viewed as a global construct and is drawn from the internal averaging of all successes and failures that are attributed to the self. In this research, the writer adapted the theories from Bandura's view and Schwarzer, R & Jerusalem, M. (1995) to construct general self-efficacy scale. From those theories, the writer concluded three sub-indicators that are suitable operated in constructing self-efficacy's questionnaire in EFL context. First, it deals with students' optimism to do all activities in their life. Second, it deals with students' emotion in facing any trouble in life. Last, it deals with students' satisfaction work of daily live.

2.3.1.2 Specific Self-Efficacy (SSE)

It refers to beliefs in one's ability to perform specific tasks. Perceived self-efficacy is dependent upon context and situational demands and emphasizes the importance of measuring specific self-efficacy levels in order to obtain an accurate picture of one's confidence in their ability to complete a task. It deals with the individual's confidence in performing a specific task such as reading comprehension of analytical exposition text, and it does not extend to other situations. Bandura (1986) define specific self-efficacy as beliefs in one's capabilities to mobilize the motivation, cognitive responses, and course of action needed to meet given situation demands. To construct scale in this research, the writer adapted the theories from Bandura's view and Henk & Melnick (1995) from the Reader Self-Perception Scale (RSPS). There are four sub-indicators are operated. Firstly, it deals with progress about how students' perception of present



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reading comprehension performance of analytical exposition text compares with past performance. Secondly, it deals with observational comparison about how students' perceives their reading performance of analytical exposition text compared with classmates' performance. Thirdly, it deals with social feedback about students' direct or indirect input about reading comprehension of analytical exposition text from teachers, classmates, and family. Lastly, it deals with physiological states about students' internal feelings or experience during reading comprehension activity of analytical exposition text.

Many researchers have taken this to mean self-efficacy must be measured within a situation specific context. However, there are some researchers who argue that more general measures of self-efficacy should be utilized as one's experiences in life may influence overall self-efficacy beliefs that may influence more specific tasks. These two distinct constructs develop out of different experiences in an individual's life. GSE accumulates from a variety of different life experiences, each leading to a sense of success or failure. However, SSE forms as a result of past successes or failures (or at least the perception of success or failure) when performing a particular task. In this research, particular task only focused on students' reading comprehension of analytical exposition text.

Moreover, Sherer & Maddux (1982) argue that general self-efficacy positively influences task specific self-efficacy across tasks and situations. There is evidence that general self-efficacy and task-specific self-efficacy are positively correlated. In essence, when an individual has high self-efficacy across a variety of tasks and situations, this tends to infiltrate to task specific situations. For those



with high general self-efficacy will succeed at more task-specific domains because the task-specific self-efficacy will be higher. Despite these findings, many researchers continue to focus only on task-specific self-efficacy and tend to ignore general self-efficacy. Therefore, the theory about types of self-efficacy showed the main questions to answer the students' level of self-efficacy.

2.3.2 Measuring Self-Efficacy

Self-efficacy is critically necessary when it comes to protect yourself against psychological stress which may affect others include education field. There are many tools for measuring students' self-efficacy degree, one of them is Self-Efficacy Survey (SES). It is a good one to start with because it is based on upon Bandura's socio-cognitive theory. Besides, SES is designed to evaluate ten functional areas of life namely Intellectual, Family, Educational, Professional, Social, Religious, Erotic, Moral, Life, and Health. Hence, the writer concerned on educational area since the subject of research was the eleventh grade students of senior high school level by spreading a questionnaire included two indicators namely general and specific self-efficacy.

The guide for constructing Self-Efficacy scales by Albert Bandura reiterated that there is not one all-purpose measure for perceived self-efficacy. People will always differ in the areas in which they cultivate self-efficacy. Let see someone may have a high level of self-efficacy in the business world, but a low one in another aspect such as parenting. Due to the measure of self-efficacy is not a global trait but one that is related do distinct functions. Similar level of self-efficacy can be seen in various students' academic matter like language or



mathematics. Even though these may be dissimilar, academic subject the student may still have a high level of self-efficacy in both.

General self-efficacy scale is designed for people ages on 12 and up. It is used to assess perceived self-efficacy pertains to adaptation abilities and coping scales for both stressful events and daily activities. Thus, self-efficacy is more about someone's perceived capability or the kinds of resources they can master rather than what they have. On the other hand, specific self-efficacy is more about reading self-efficacy in comprehending analytical exposition texts. In the questionnaire instrument, most scoring is done by either a Likert scale or by averaging the mean score. As the scale to measure one's attitudes, ask students to respond a series of statements about a particular topic and determining the extent to which they agree or disagree.

2.3.3 Sources of Self-Efficacy

In Bandura's theory (1997), self-efficacy is influenced in four ways, ranked in order of most to least influential on behavior as follow:

2.3.3.1 Performance Accomplishments

Performance accomplishments are also known as mastery experiences (failure or success). It is the first and the greatest source of self-efficacy, which is gained when individuals are challenged and experience success through effort. In the educational domain, those who have a strong sense of self-efficacy in a learning environment tend to try harder, persevere when engaging in a task, even if it seems difficult, and tend to attain higher levels of success (Bandura, 1997). For example, students who judge their own past academic results as being



successful often develop a high sense of confidence about their abilities while those who view their academic outcomes as unsuccessful are likely to experience feelings of doubt and uncertainty about their own effectiveness.

2.3.3.2 Vicarious Experience

It is also known as social modeling or seeing other people successfully completing a task can also help build your own self-efficacy. It relates to self-evaluation that individuals derive from observing and comparing themselves with a given 'social model' such as peers or friends etc. It means that other individuals' achievements motivate us to believe that we have the same ability in gaining achievements. A person can watch another perform and then compare his own competence with the other individual's competence (Bandura, 1997). In other words, observing the successes and failures of peers perceived as similar in capability contributes to beliefs in one's own capabilities (i.e., "If he can do it, so can I!"). For example, a student who sees a student similar to himself perform well in an exam can be expected to have a high sense of self-efficacy that he also can do well on this task.

2.3.3.3 Verbal Persuasion

Verbal persuasion is also known as social persuasion. It is a third way of strengthening people's self-efficacy beliefs, and refers to the feedback that individuals receive from others. Bandura (1997) asserts that people could be persuaded to believe that they have the skills and capabilities to succeed. It means that what others say can influence our beliefs about our abilities. In other words, getting verbal encouragement from others helps people overcome self-doubt and



instead focus on giving their best effort to the task at hand to achieve a goal.

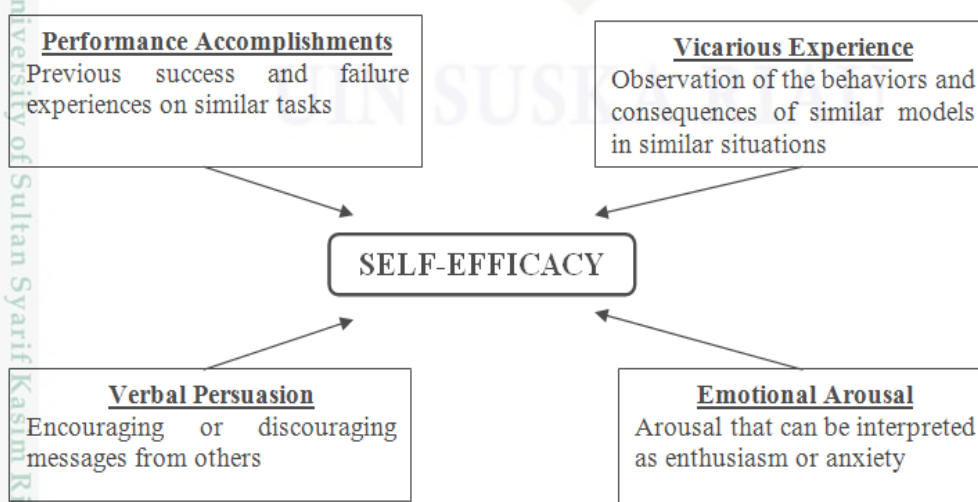
Teachers can influence their students' self-efficacy to engage in activities.

Successful persuaders foster people's beliefs in their capabilities while, at the same time, ensure that visualized success is achievable. Negative persuasion, on the other hand, may tend to defeat and lower self-beliefs.

2.3.3.4 Emotional Arousal

Emotional arousal is also known as physiological states that describe the emotional conditions that play into beliefs about one's performance or anticipated performance with a certain task. Our own responses and emotional reactions to situations also play an important role in self-efficacy. It means that physiological and emotional states such as anxiety, stress, and fear can influence how people feel about their personal abilities in a particular situation. In general, a positive mood enhances perceived self-efficacy; negative moods diminish it. To make it clear, figure 2.1 shows the source of self-efficacy:

Figure 2.1
Sources of Self-efficacy





2.3.4 Dimension of Self-Efficacy

In Bandura's theory, there are three dimension of self-efficacy as follows :

2.3.4.1 Self-efficacy magnitude.

Magnitude or self-efficacy level refers to the number of steps of increasing difficulty that an individual feels she/he is capable of performing. It deals with the belief about performance in increasingly difficult aspects of any tasks. There are different levels of task demands which are necessary to accomplish a task successfully such as in easy, moderate, and hard level. In other words, self-efficacy magnitude of reading to measure the difficulty level that an individual feels is required to read and comprehend a certain text includes how difficult is this text? Is the vocabulary easy or hard?

2.3.4.2 Self-efficacy strength.

Self-efficacy strength refers to the resoluteness of people's convictions that they can perform the behavior in question (Maddux, 2000). It involves the effort placed on maintaining the behavior in spite of obstacles. Let say Bandura (as cited in Achour, 2016) designed a scale where the participants are presented with items describing some task demands and they are asked to rate the strength beliefs in their ability to performs activities such as reading capability. The items characteristic include the phrase "can do" instead of "will do" because "can" is a judgment of ability and "will" is an expression of intention. Clearly, strength refers to the amount of conviction an individual has about performing successfully at diverse levels of difficulty, how confident am I that I can excel at my work



task? How sure am I that I can climb the ladder of success? For example, some people could believe much more strongly in their ability to lift a 100-pound object than others.

2.3.4.3 Generality of self-efficacy.

It refers to the degree to which the expectation is generalized across situation, how sure am I that what I have learned will apply to my new task? For instance, a persons' self-efficacy for lifting a 100-pound object may or may not vary with fatigue. Moreover, generality concerns the broadness of applicability of the belief. It also refers to the extent to which success or failure experiences can influence self-efficacy expectancies in similar situations or contexts. It includes the range of activities such as perception. When tasks are pretending to nature, situation, and capability, they become more generalizable to individuals.

2.3.5 Characteristic of Self-Efficacy

Bandura (1997) classified the characteristic of people' self-efficacy namely:

2.3.5.1 High Self-efficacy

1. Self-confidence. This is the most obvious characteristics of high self-efficacy. They approach tasks or situations with a sense of their ability to be successful. This self-confidence tends to lead to more experience which increases their ability which leads to greater self-confidence. This positive cycle lends itself to increasing self-efficacy even further.
2. Accurate self-evaluation. Individual with high self-efficacy tend to be able to accurately evaluate their performance. They are neither overly critical nor



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overly positive but are able to examine themselves realistically in order to pursue self-improvement.

3. Willingness to take risk. Individual with high self-efficacy are willing to take risks because they understand that taking calculated risks increases the chances of success. As they are not fearful of failure or mistakes, reasonable risks can only increase self-efficacy.
4. Sense of accomplishment. Generally individual with high self-efficacy feel a sense of accomplishment because they are often more successful due to the willingness to take risks and to pursue interests. Even if they fail or make mistakes they feel a sense of accomplishment because they view mistakes as opportunities to improve themselves.

2.3.5.2 Low Self-efficacy

1. Fear of risk. Individual with low self-efficacy will think themselves as unable to be successful. Finally, they are often unwilling to take a risk or try new thing because they are convinced that the result will be failure. This is particularly unfortunate because to increase self-efficacy is through experience.
2. Fear of uncertainty. A person with low self-efficacy is related to self-doubt and uncertainty. The individual does not want to try without a guarantee of success. As the result, they may never try something new.
3. Feeling or failure. Usually, people who have low self-efficacy have feelings or failure. The individual is indicated they might avoid or not try new things due to the risk involved. Consequently, they are less likely to experience success and more likely to see themselves as a failure.



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4. Impression management. It is the attempt to control how others might perceive you in order to be seen more positively. People with low self-efficacy feel they are not capable, but may try to present a successful and competent image to others. They may put a great deal of energy into behaving in a way to obtain approval from others and experience a great deal of worry about being found out to be a fraud.

2.4 The Factors Influencing Reading Comprehension

Throughout the process of reading, many factors may intervene or influence the level of comprehension, making the reader's attempts to repair comprehension difficult. Those factors were classified into linguistic and non-linguistic factors. Linguistic factors is the knowledge about linguistic system of sounds, structures, meanings, words, and rules for putting them all together. The factors consisted of grammar, vocabulary, background knowledge, and so forth. Meanwhile non-linguistic factor refers to factors, which are unconnected with linguistic ability such as motivation, attitude, social environment, self-esteem, reading strategy, self-efficacy, and so forth. In this study, the writer limited only about non-linguistic factors affecting reading comprehension included on students' reading strategy and self-efficacy.

2.4.1 The Relationship between Reading Strategy and Reading Comprehension

When reading, there are some factors may affect students' understanding of the texts; among others are students' target language proficiency



and vocabulary, students' knowledge of the content, and students' use of reading strategies (Zarei, 2018). One case makes students have different comprehension performance is the frequency to use reading strategy. He added that the use of reading strategy is one of the supported factors in comprehending a text, and readers change the use of reading strategies depend on the texts they read. In addition, readers' use of reading strategies is informed by their meta-cognitive awareness of the strategies and how these strategies can be maximized for optimal effects in solving comprehension problems (Carrel, 1998). It concluded the use of reading strategies will not be effective for reading comprehension when there is no awareness of the readers of their reading process.

Besides, reading strategies are one of the attempts conduct by reader in dealing with comprehension problems. Why utilizing strategies then? Alderson (2000) believes that "the use of reading strategies is regarded as being conducive to successful reading comprehension despite the complex nature of the reading process, which invokes both the L2 reader's language ability and reading ability". Hence, the use of reading strategies indicates how readers conceive a task, what they do to make meaning from texts, and what they do when comprehension breaks down (Zhang, 2018).

Regarding with statement above, readers obviously require the use of reading strategies when faced difficult texts, the reader needs strategies that adjust to the very different constraints in literary materials' (Goodman, 1970). Regarding with Zarei (2018), what a reader needs to focus on it is not only every word in the text but also the semantics of the text. Then it is noted that reading strategy is



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considered as one of the features in cognitive psychology which are important to the success of comprehension since it becomes the main goal achieved. One of further research found that good readers often use strategies which poor readers either do not, or employ ineffectively strategy during comprehend texts.

Another previous research showed that the use of strategy is different in more and less proficient readers used in different ways, in another words reading strategy gives positive correlation toward reading comprehension (Zare & Nooren 2011). Then it has been acknowledged that reading strategies can be taught to students and make it benefit to their comprehension. Sari et al (2018) found in her study that reading strategy correlated with their reading comprehension achievement where categorized into fair.

As Wallace (2003) said, the successful readers tend to select from a range of strategies. He gives the example of reading strategy; they skipped inessential words, guessed from context, read in broad phases, and continued reading the text where they were unsuccessful in decoding a word or phrase. Obviously, the use of reading strategy is useful to enable students in comprehending materials because it is a purposeful process where is dependent upon the individual's development, cognitive ability, and attitude toward reading. From the studies above, it is clear the high frequency used of reading strategy has a positive relationship to students' reading comprehension performance.

2.4.2 The Relationship between Self-Efficacy and Reading Comprehension

Another factor, which has strong relationship with reading comprehension is self-efficacy. The concept of "self-efficacy" is regarded as a



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crucial variable in learning process in many scientific researches. A number of researchers have pointed out that without sufficiently high beliefs that they have the ability to succeed, many struggling learners will not put in the effort necessary to attain success in academic tasks.

Within the language-learning context, self-efficacy refers to a learner's cognitive process in judging his/her language abilities and organizing them in order to perform specific language tasks. Compared with students who doubt their learning capabilities, those with high self-efficacy for acquiring a skill or performing a task participate more readily, work harder, persist longer when they encounter difficulties, and achieve at higher levels (Bandura, 1986). In this sense, the research on the role of self-efficacy capacity toward reading comprehension is predicted as a contributive one and it is an effective factor for academic achievement in Foreign Language Education (FLE).

According to Nes Ferrara (2005), "Self-efficacy for reading refers to individuals' assessments of how well they think they can accomplish a particular reading task and is influenced by how well they have performed on similar tasks, including any accompanying feedback and encouragement received" (p. 216). She notes that reading self-efficacy is an important aspect of making the transition from an okay to an excellent reader.

To emphasize the importance of self-efficacy in language performance, Solheim (2011) by employing various format of the items investigated the power of the self-efficacy in reading and value of the task value on outcomes of the comprehension process. The hypothesis is the students possessing low self-



efficacy have a problem coping with the more difficult reading tasks especially in test situations. This study involved a sample of fifth graders who were studied to determine if understanding self-efficacy in the process of reading and value of the reading task could predict scores of comprehension in various items using both fiction and non-fiction texts. It was found that with control for variance related to word reading ability, listening and understanding and nonverbal ability through hierarchical analysis of multiple regressions, self-efficacy in reading was confirmed to strongly predict participant scores in comprehension. In the case of students who showed low level of self-efficacy, it was found that self-efficacy in reading positively predict of only comprehension scores through multiple choice items, not constructed-response comprehensions scores. In the case of high self-efficacy students, on the other hand, reading self-efficacy failed to address any addition in differences in both item formats.

In addition, some studies indicate that self-efficacy and reading comprehension are related. Burrows (2012) found that reading self-efficacy were positively related to gains in reading comprehension. Another results from Tobing (2013) study on the relationship amongst reading strategies and self-efficacy with reading comprehension also revealed that self-efficacy was significantly related to reading comprehension and contributed 20% to the prediction of reading comprehension. Lastly, Barkley (2006) also found that there are significant correlations between student efficacy beliefs and reading comprehension achievement. He notes students should be made aware of the term self-efficacy because it may be the important predictors of academic achievement.

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The relation of self-efficacy on general academic achievement as well as in specific subject fields has been well-documented. However, research on self-efficacy in reading comprehension is limited.

2.4.3 The Relationship among Reading Strategy, Self-Efficacy, and Reading Comprehension

The literature on the relationship between students' self-efficacy and their learning strategies has rather consistently reported the existence of their association. The relationship was observed in reading strategy and perceived self-efficacy. Many experts agreed the more frequently they use strategies in their English reading, the more confidence and personal control they have over their reading skill. As mentioned by Mokhtari & Sheorey (2002), text comprehension is improved by being aware of different reading strategies. The effective use of reading strategy is also determined by students' belief in their capabilities or self-efficacy (Zimmerman, 2002). In fact, having strong self-efficacy becomes a determining factor to be able persist with using special strategies.

A previous study conducted by Zarei (2018) about the relation among self-efficacy and the use of reading strategy. The results showed that self-efficacy had certainly correlated with all reading strategies used in the research. In addition, it showed that reading self-efficacy influences the students' implementation on the use of reading strategies. The more convinced students perceive about performing reading tasks, the more they use reading strategies in language learning. Let say a study by Yoğurtçu (2013), the result presented that students with high reading self-efficacy apply different reading strategies during



class. The use of various reading strategies is to understand deeper the meaning of reading material. Moreover, high self-efficacy students are engaged in facing difficulties in reading tasks and those with low self-efficacy are feeling anxious about reading tasks.

Clearly, teachers must not only pay attention to pay attention of self-efficacy as a primary potential part of each students' personality that should be activated in the course of language learning, but also more concern on self efficacy as a motivational parameter in the process of English language learning. The students who have a higher degree of self-efficacy tend to utilize a comprehensive repertoire of strategies to achieve their goal, work in groups, employ numerous methods of getting the meaning and exhibit a great deal of perseverance (Naseri, 2012). It lead to the summary that it seems quite beneficial to allocate special sections of reading classes to explicitly teaching reading strategies in enhancing students' belief about their capabilities and improving their conscious, purposeful, and permanent use of reading strategies.

2.5 Overview of English Language Teaching in MAN 3 Pekanbaru

MAN 3 Pekanbaru is one of Islamic public schools in Pekanbaru, Riau province. Precisely, it is located at Karya Guru street, Tampan District, Pekanbaru, Riau province, Indonesia. According to its history, this school has been running for two years where previously it was the second campus of MAN 2 Pekanbaru. Then the Minister of Religion named Lukman Hakim Saifuddin inaugurated it as a separate madrasa on October 29, 2018. Although relatively young, this school



continues improving education quality. It reflects by schools' motto which reads *Gemilang (Giat, Edukatif, Motivatif, Inovatif, Luwes, Agamis, Nyaman, Gesit)*.

Thus to know further information, this school provides school website on man3pekanbaru.sch.id.

As most urban area schools, MAN 3 Pekanbaru also has good facilities.

It has 17 classrooms, a principal room, a teachers' room, and 2 school-administration rooms. Then, it has 6 canteen and cooperation somehow it does not work during pandemic, 20 toilets for male and female students, a futsal court which is usually used during physical education subject, a science lab to help students' practical activity, and a female dormitory building. Besides, students can improve their language skill by utilizing a language lab, which have many practical activity for both English and Indonesian or visiting library and literacy corner (*pojok literasi*) which can add students' insight.

There are 57 people are involved in teaching and learning process in MAN 3 Pekanbaru. It consists of a principle, 37 teachers that 3 of them are English teacher, and 19 school administration employees. Besides, 535 students study in this school where divides into three levels (tenth grade, eleventh grade, and twelve grades). They spread into two majors namely Natural Sciences and Social Sciences. Specifically in the eleventh grade, they consist of XI MIA 1, XI MIA 2, XI MIA 3, XI IPS 1, and XI IPS 2 with totally 174 students. In general, the students' background belongs to the middle and upper economies then live in the suburbs to the middle of Pekanbaru city. With a strategic area, students can easily access the internet or bookstores to support their learning process.



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Moreover, by following government regulations and various considerations, MAN 3 Pekanbaru uses curriculum 2013 where covers all primary and elective subjects. Somehow, since the end of March 2020, the corona (covid-19) virus has spread in Indonesia then affects the education system. During pandemic, MAN 3 Pekanbaru carried out online learning included English subject by using zoom app, whatsapp group, or soft application. Specifically for English subject, the teacher uses Covid-curriculum where some basic competence are trimmed in odd semester included suggestion, invitation letter, and exposition text. English is taught once a week with allocated time originally 2x45 minutes into 2x30 minutes in daring system. Then for English assessment, the students do examination in CBT (Computer Based Test) form, which is integrated into school application.

2.6 Related Studies

To enrich literature review, discussion of previous studies in Indonesia and other countries are described clearly. The related studies about the use of reading strategy, self-efficacy and reading comprehension below showed the context, content and methodology gaps. Clearly, look at table 2.5 :



Table 2.5
Related Studies in Other Countries and Indonesian Context

No	Researcher/ Country/ Year/	Research Focus and Finding	The Similarity with This Research	The Difference with This Research
1	Oddny Judith Solheim / Norway/ 2011	<p>Title: The Impact of Reading Self-Efficacy and Task Value on Reading Comprehension Scores in Different Item Formats</p> <p>Focus: To examine whether perceived reading self-efficacy and reading task value uniquely predicted reading comprehension scores in two different item formats</p> <p>Finding: Reading self-efficacy was a significant positive predictor of reading comprehension scores</p>	<p>Variable: He used two similarity variables such as self-efficacy and reading comprehension</p> <p>Data Analysis: He used parametric analysis</p>	<p>Variable: He investigated the impact of reading self-efficacy and task value on reading comprehension, meanwhile the writer combined to see the influence of reading strategy and self-efficacy on reading comprehension</p> <p>Sample: Students at primary school, meanwhile the writer investigated senior high school students</p> <p>Operational Concept: Reading comprehension test was different</p>
2	Naomi A.N.Y. Boakye/ South Africa/ 2015	<p>Title: The relationship between self-efficacy and reading proficiency of first-year students: An exploratory study</p> <p>Focus: To determine the relationship between self-efficacy and reading proficiency, a study was</p>	<p>Variable: She used similarity variable (self-efficacy) to see the relationship toward other reading skill</p>	<p>Variable: The writer combined the influence of reading strategy and self-efficacy on reading comprehension</p> <p>Sample: Students at first year tertiary level, meanwhile the writer</p>

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		<p>conducted with first-year students in a South African tertiary institution</p> <p>Finding: Regression analysis conducted with other affective factors showed self-efficacy as the best predictor of students' reading proficiency. He recommended to include the development of self-efficacy in reading instruction</p>		<p>investigated senior high school students.</p> <p>Data Analysis : He used ANOVA test, while the writer used single and multiple regression analysis.</p>
3	<p>Larbi Ben M'Hidi/ Algeria/ 2016</p>	<p>Title: Investigating the Relationship between Self-Efficacy and Reading Comprehension Strategy Use in the Algerian EFL Class</p> <p>Focus: To investigate whether there is a relationship between self-efficacy as a motivational construct in learning and reading comprehension strategies used by third year EFL students</p> <p>Finding: Reading strategy positively correlates with the increased self-efficacy beliefs and high self-efficacious readers use more reading comprehension strategies than low self-efficacious readers</p>	<p>Variable: He used similarity variable (self-efficacy) to see the relationship toward other reading skill</p>	<p>Variable: The writer combined the influence of reading strategy and self-efficacy on reading comprehension</p> <p>Sample: EFL students at third year university level, meanwhile the writer investigated senior high school students</p> <p>Data Analysis: He used Spearman Correlation Coefficient and independent samples <i>t</i>-tests, while the writer used single and multiple regression analysis.</p>



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<p>5</p>	<p>Irene Rebecca Angela Tobing/ Kansas/ 2013</p>	<p>Title: The Relationship of Reading Strategies and Self-Efficacy With the Reading Comprehension of High School Students In Indonesia</p> <p>Focus: To investigate the relationship of reading strategies and self-efficacy with the reading comprehension of high school students in Indonesia</p> <p>Finding: Two independent variables were investigated simultaneously, the use of reading strategies had non-significant relationship with reading comprehension while self-efficacy was significant predictor of RC</p>	<p>Variable: She used all similarity variables (self-efficacy, reading strategies, and reading comprehension)</p> <p>Sample: She studied at university Kansas but her sample is Indonesian senior high school students</p>	<p>Instrument: She used specific self-efficacy scale only to find out students' self-efficacy, meanwhile the writer used both general self-efficacy and specific self-efficacy scale</p>



<p>6</p> <p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.</p> <p>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>Mahdieh Naseri/ Iran/ 2012</p>	<p>Title: The Relationship Between Reading Self-efficacy Beliefs, Reading Strategy and Reading Comprehension Level Of Iranian EFL Learners</p> <p>Focus: To explore the relationship between reading self-efficacy beliefs, reading strategies use and reading comprehension level of Iranian EFL learners</p> <p>Finding : there were significant strong positive correlation between reading self-efficacy beliefs and reading comprehension and also between reading self-efficacy beliefs and reading strategies use, then regarding the gender the relationship between Reading Self-efficacy and Reading Strategies used by Iranian EFL senior and junior students made no difference</p>	<p>Variable: He used all similarity variables (self-efficacy, reading strategy, and reading comprehension)</p> <p>Sample: EFL students at junior and senior high school, meanwhile the writer investigated senior high school students only</p>	<p>Instrument: She used four major categories of reading strategies use: cognitive, meta-cognitive, compensatory, and testing strategies. Meanwhile the writer adapted the theories from Mokhtari and Sheorey</p>
<p>7</p>	<p>Guang Yang, Masood Badri, Asma Al Rashedi and Karima Almazroui/ United Arab Emirates/ 2018</p>	<p>Title: The role of reading motivation, self-efficacy, and home influence in students' literacy achievement: a preliminary examination of fourth graders in Abu Dhabi</p> <p>Focus: To identify motivation and home influence factors that predict reading literacy achievement of grade 4 students</p>	<p>Variable: They used similarity variable (self-efficacy) to see the relationship toward other reading skill</p>	<p>Variable: The writer combined the influence of reading strategy and self-efficacy on reading comprehension</p> <p>Sample: Primary students meanwhile the writer investigated senior high school students</p>



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8.

Maryam Habibian and Samsilah Roslan/ Malaysia/ 2014

Finding: Results from multiple regression analyses showed that student's reading self-efficacy was the strongest predictor of student reading achievement, while a number of home context variables made significant and independent contributions.

Title: The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learners

Focus: To investigate the relationship between self-efficacy in reading with language proficiency and reading comprehension.

Finding: There is a significant correlation between reader self-efficacy and reading comprehension. In addition, self-efficacy and language proficiency are the key factors in academic achievement

Variable: They used two similarity variables (self-efficacy on reading comprehension)

Variable: The writer combined the influence of reading strategy and self-efficacy on reading comprehension

Sample: Postgraduate university students meanwhile the writer investigated senior high school students.

Research Design: They used ex-post facto research, meanwhile the writer used correlational research

9.

Sri Rachmajanti & Uning Musthofiyah/ Indonesia/ 2017

Title: The Relationship between Reading Self-Efficacy, Reading Attitude And EFL Reading Comprehension based on Gender Difference

Variable: They used two similarity variables (self-efficacy on reading comprehension)

Variable: The writer combined the influence of reading strategy and self-efficacy on reading comprehension

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		<p>Focus: To examine the relationship among reading attitude, reading self-efficacy, and reading comprehension of EFL tertiary students based on gender</p> <p>Finding: The result of analysis showed the pattern of relationships based on gender differences among reading attitude, reading self-efficacy, and reading comprehension</p>	<p>Research Design: Correlational study</p>	<p>Sample: University students meanwhile the writer investigated senior high school students.</p>
10	Santi Erliana/ Indonesia/ 2015	<p>Title: Correlation between Reading Strategies and Reading Motivation to Reading Comprehension Of the Third Semester Students at the English Education Study Program Of STAIN Palangka Raya</p> <p>Focus: To examine the correlation between reading strategies and reading comprehension, correlation between reading motivation and reading comprehension, correlation between combinations of reading strategies and reading motivation toward reading comprehension.</p> <p>Finding: The significant simultaneous correlation between reading strategies and reading motivation toward reading comprehension of the third semester students</p>	<p>Variable: She used two similarity variables (reading strategies on reading comprehension)</p>	<p>Variable: The writer combined the influence of reading strategy and self-efficacy on reading comprehension</p> <p>Sample: University students meanwhile the writer investigated senior high school students.</p>



11

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Mills, et al./
United States/
2006

Title: A Reevaluation of the Role of Anxiety: Self-Efficacy, Anxiety, and Their Relation to Reading and Listening Proficiency

Focus: To examine the relationship between self-efficacy, anxiety, and French proficiency in reading and listening

Finding: Students' reading self-efficacy in French was positively related to reading proficiency, whereas reading anxiety was not related.

Variable: They used similarity variable (self-efficacy) to see the relationship toward reading proficiency

Variable: The writer combined the influence of reading strategy and self-efficacy on reading comprehension

Sample: University students meanwhile the writer investigated senior high school students.

Instrument: They used reading self-efficacy scale only to find out students' self-efficacy, meanwhile the writer used both general self-efficacy and specific self-efficacy scale

12

Yogurtçu/
Turkey/ 2013

Title: The impact of self-efficacy perception on reading comprehension on academic achievement

Focus: To examines the impact of self-efficacy belief on reading comprehension on academic achievement in the case of preparatory class students of High School of Foreign Languages of Kyrgyzstan-Turkey Manas University registered in 2011-2012 academic year

Variable: He used two similarity variables (self-efficacy perception on reading comprehension)

Variable: The writer combined the influence of reading strategy and self-efficacy on reading comprehension

Sample: His sample was students of High School of Foreign Languages of Kyrgyzstan-Turkey Manas University registered in



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Finding: Students believe and readiness of the students' self-efficacy in their capability played important roles that affect academic achievement. In case of learning a foreign language, there is a positive relation between academic achievements in learning foreign languages and reading comprehension.

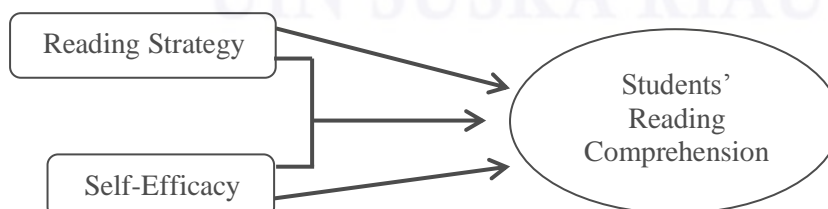
2011-2012 academic year, meanwhile the writer's subject was senior high school students

Instrument: He used general self-efficacy in different indicators, on the contrary the writer used both general self-efficacy and specific self-efficacy scale

2.7 Operational Concept

In order to avoid misunderstanding in carrying out this research, it is important to clarify the variables investigated. The variables consist of two independent variables in which reading strategy as X_1 and self-efficacy as X_2 , while reading comprehension as Y variable. The illustration shows below:

Figure 2.2
The Influence of Reading Strategy and Self-Efficacy on Reading Comprehension





2.7.1 The Indicator of Variable X₁ (Reading Strategy)

The writer adapted several indicators to be operated in assessing the use of reading strategy in comprehending analytical exposition text by Mokhtari And Sheorey (2002). It becomes a consideration since the theory is appropriate for EFL context:

1. Global strategy: Students have a purpose in mind before read the analytical exposition text.
2. Problem-solving strategy: Students' choice consciously while encountered comprehension problems of analytical exposition text.
3. Support strategy: Students' back up strategies assist in comprehending analytical exposition text.

2.7.2 The Indicator of Variable X₂ (Self-Efficacy)

The writer adapted theories and several indicators to be operated in assessing students' self-efficacy by Bandura; Schwarzer, R & Jerusalem, M. (1995); and Henk & Melnick (1995). The writer chose those theories as a guidance to make self-efficacy scale for EFL context as follow:

1. General Self-Efficacy
 - a. Optimism: How the students' optimism to do all activities.
 - b. Emotion: How is students' emotion in doing activities.
 - c. Work Satisfaction: How the students' feel satisfied with his/her work.
2. Specific Self-efficacy
 - a. Progress: How student's perception of present reading performance of analytical exposition compares with past performance.



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- b. Observational comparison: How a student perceives his or her reading performance analytical exposition compared with the performance of classmates.
- c. Social Feedback : Student's direct or indirect input about reading analytical exposition from teachers, classmates, and people in the family.
- d. Physiological States : Students' internal feelings during reading comprehension of analytical exposition.

2.7.3 The Indicator of Variable Y (Reading Comprehension)

The writer concluded several indicators to be operated in assessing reading comprehension of analytical exposition text from syllabus and theory by experts (Brown, 2001 and Nuttal, 1982) as follows :

1. Students' ability to identify the main idea of analytical exposition text.
2. Students' ability to identify the specific information of analytical text.
3. Students' ability to identify the vocabulary of analytical exposition text.
4. Students' ability to identify the reference of analytical exposition text.
5. Students' ability to identify the inference of analytical exposition text.

2.8 The Assumptions

Based on the theory and previous pieces of research, the writer assumed :

- 2.8.1 The higher frequency of using reading strategy, the better of reading comprehension of analytical exposition text would be.
- 2.8.2 The higher degree of self-efficacy, the better of reading comprehension of analytical exposition text would be.



2.8.3 The higher use of reading strategy and higher degree of perceived self-efficacy simultaneously, the better score of reading comprehension of analytical exposition text would be achieved.

2.9 The Hypotheses

2.9.1 Ha (Alternative Hypotheses)

Ha₁: There is a significant influence of reading strategy on reading comprehension of the eleventh grade students at MAN 3 Pekanbaru.

Ha₂: There is a significant influence of self-efficacy on reading comprehension of the eleventh grade students at MAN 3 Pekanbaru.

Ha₃: There is a significant influence of reading strategy and self-efficacy simultaneously on reading comprehension of the eleventh grade students at MAN 3 Pekanbaru.

2.9.2 Ho (Null Hypotheses)

Ho₁: There is no significant influence of reading strategy on reading comprehension of the eleventh grade students at MAN 3 Pekanbaru.

Ho₂: There is no significant influence of self-efficacy on reading comprehension of the eleventh grade students at MAN 3 Pekanbaru.

Ho₃: There is no significant influence of reading strategy and self-efficacy simultaneously on reading comprehension of the eleventh grade students at MAN 3 Pekanbaru.



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CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

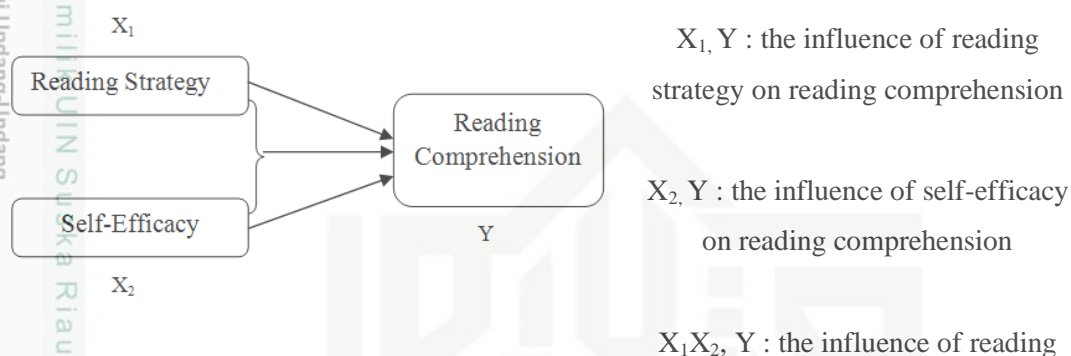
In answering the aforementioned three research questions, the writer used quantitative research whereas the writer identified variables and may looked for correlation among them but did not manipulate the variables (Ary et al., 2010). Specifically, the writer used correlational approach. According to Ary et al (2010) “Correlational approach gathers data from individuals on two or more variables and then seeks to determine if the variables are related. Additionally, it seeks the extent of two variables or more whether they have positive correlation or negative correlation” (p.27). The similar ideas proposed by Creswell (2008), he said a correlation is a statistical test to determine the tendency or pattern of two or more variables, then two sets of data to vary consistently. Moreover, “this research design involves collecting data to determine whether, and to what degree a relationship exists between two or more quantifiable variables” (Gay, 2012, p.224). From those definitions, the writer summed up correlational approach refers to a type of non-experimental design in which measuring the extent to which two variables or more are related by a statistical relationship without attempt to control extraneous variables.

The writer chose correlational research due to independent variables can not manipulate and they were suitable with research problem. There are three variables used in this research in which consisted of two independent variables and one independent variable. Reading strategy and self-efficacy were the



independent (predictor) variables symbolized by X_1 and X_2 , meanwhile reading comprehension was a dependent variable (criterion) symbolized by Y .

Figure 3.1
The Correlation among Variables



3.2 Location and Time of the Research

This research was conducted at State Islamic Senior High School 3 Pekanbaru from November to December 2020. It was located on HR. Soebrantas, KM.14 Tampan sub-district, Pekanbaru city, Riau province.

3.3 Population and Sample of the Research

3.3.1 Population

Richards & Schmidt (2010) said “population in statistic is any set of items, individuals, that share some common and observable characteristics from which a sample can be taken”(p.443). Similarly, population means all members of any well-defined class of people, events, or objects. In other words, population showed the total number of units or individual whose characteristics to be studied. In this research, the population was the eleventh grade students of State Islamic

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No.	Classes	Gender		Total
		Male	Female	
1	XI MIA 1	15	18	33
2	XI MIA 2	16	19	35
3	XI MIA 3	16	19	35
4	XI IPS 1	19	16	35
5	XI IPS 2	16	20	36
Total Population		82	92	174

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber

Sugiyono (2009) as follows :

$$\mathbf{n} = \frac{N}{1+N(e)^2}$$

N = population size

E = critical value (accuracy limit)



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In this formula, the writer used critical value 10% of allowance for error

accuracy in sampling, then the calculation is as follows :

$$n = \frac{174}{1 + 174 (0.1)^2}$$

$$n = \frac{174}{1 + 174 \times 0.01} = \frac{174}{2,74} = 63,5 \text{ (round to 70 students) , critical}$$

value was 63 students. Somehow, the writer picked up randomly the class then she got two classes with total number of 70 students. Therefore, the writer adjusted the sample size selected as follows:

Table 3.2
Sample of the Eleventh Grade Students

No.	Classes	Gender		Total
		Male	Female	
1	XI MIA 2	16	19	35
3	XI IPS 1	19	16	35
Total Sample		35	35	70

3.4 Data Collection Techniques

At the time of data collection, the students learned online so that the writer designed the instrument in the Google form. The procedures were the English teacher spread 3 links to the students' Whatsapp group and asked them to fill and submit immediately. This study employed multiple techniques of data collections to answer some research questions namely questionnaires and test.

3.4.1 Questionnaire

Questionnaire is commonly used and useful instrument for collecting survey information, providing structured, often numerical data, being able to



administer without the presence of researcher, and often being comparatively straight forward to analyze (Gay, 2012). In this research, the writer used closed ended questionnaire specifically Likert scale to help the respondents answer it quickly and make it easier for the writer in analyzing the focused data of 70 students. There are two kinds of questionnaire used as follow :

3.4.1.1 Reading Strategy Questionnaire

The questionnaire of reading strategy was used to collect the data of students' frequency to use reading strategy in comprehending analytical exposition text. The writer adapted the items from Survey of Reading Strategy (SORS) by Mokhtari and Sheorey (2002). Since several items of original questionnaire were too general, the writer modified and adjusted the items relate to reading comprehension of analytical exposition text. The writer made 24 items and translated into Bahasa. The items chosen based on three indicators and designed on a 5-point Likert scale of frequency. It asked on how often each item use, 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (always). To make it clear, the writer provided blue print table of questionnaire :

Table 3.3
Blue Print of Reading Strategy Questionnaire

Indicator	Questionnaire Number	Total
Global Strategies	1, 4, 7, 10, 13, 16 19, 22	8
Problem-Solving Strategies	2, 5, 8, 11, 14, 17 20, 23	8
Support Strategies	3, 6, 9, 12, 15, 18 21, 24	8
TOTAL		24



In order to facilitate the analysis, the scores of students' reading strategy were converted into range 1-100 (formula in Arikunto, 2011) and the results of descriptive statistic were categorized into :

Table 3.4
The Score Classification of Reading Strategy

INTERVAL SCORES	FREQUENCY	EVALUATION
81-100	High	Always or almost used
61 – 80	Medium	Sometimes used
41 – 60	Low	Generally not used
20 – 40	Never	Almost never used

(Oxford, 1990)

Referring to table 3.4, the maximum score is 81-100 which indicates the use of reading strategy at high frequency. It means the students always or almost used it in comprehending analytical exposition text. Meanwhile, the minimum mean score is 20-40 indicates the use of reading strategy at never frequency. It means they almost never used it in comprehending analytical text, and so forth.

3.4.1.2 Self-Efficacy Questionnaire

The questionnaire of self-efficacy was used to collect the data of students' self-efficacy degree in language learning. The writer selected the items from Bandura's theory; Schwarzer, R & Jerusalem, M. (1995); and Henk & Melnick (1995) then modified it into EFL context. To measure students' self-efficacy, the writer made 28 items based on two indicators and seven sub-indicators. The indicators namely general self-efficacy that concerned on students' daily life and specific self-efficacy that concerned on students' reading comprehension of analytical exposition text. To make it comprehensible, the



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writer translated the items into Bahasa and designed on 4-point Likert scale where 1 (not at all true), 2 (hardly true), 3 (moderately true), 4 (exactly true). Clearly, the writer provided blue print table as follow :

Table 3.5
Blue Print of Self-Efficacy Questionnaire

Indicator	Sub-Indicator	Questionnaire Number	Total
General Self-efficacy	Optimism	1, 8, 15, 22	4
	Emotion	2, 9, 16, 23	4
	Work Satisfaction	3, 10, 17, 24	4
Specific Self-efficacy	Progress	4, 11, 18, 25	4
	Observational comparison	5, 12, 19, 26	4
	Social Feedback	6, 13, 20, 27	4
	Physiological States	7, 14, 21, 28	4
TOTAL			28

Meanwhile, the calculation of students' self-efficacy by summing the scores obtained and converted into range 1-100 (formula in Arikunto, 2011). The results of descriptive statistic were categorized into :

Table 3.6
The Score Classification of Self-Efficacy

INTERVAL SCORES	CATEGORIES
91-100	Very High
78-90	High
52-77	Moderate
26-51	Low
14-25	Very Low

(Sadewi et al., 2012)

Referring to table 3.6, the category of students' self-efficacy were grouped based on the interval score. The maximum score is 91-100 that indicates the high degree of students' self-efficacy and the minimum score is 14-25 which indicates the low degree of students' self-efficacy and so forth.



3.4.2 Test

Brown (2003) pointed out that “a test is a method of measuring a person's ability, knowledge, or performance in a given domain”(p.3). It means a test is appropriate to measure students' ability in comprehending analytical text.

Clearly, the writer provided blue print table as follow :

Table 3.7
Blue Print of Reading Comprehension Test

No	Indicator	Number of Question					Total
1	The students' ability to identify the main idea of analytical text	1	6	11	16	21	5
2	The students' ability to identify the specific information of analytical text	2	7	12	17	22	5
3	The students' ability to identify the vocabulary of analytical text	3	8	13	18	23	5
4	The students' ability to identify the reference of analytical text	4	9	14	19	24	5
5	The students' ability to identify the inference of analytical text	5	10	15	20	25	5
TOTAL							25

Table 3.7 presented 25 items based on 5 indicators of aspect reading comprehension in analytical exposition text. The writer used multiple choice technique to collect the data because it is a common way to assess reading comprehension and easy for scoring. The indicators tested was adopt from Nuttal (1982), meanwhile the item of test adapted from primary books and support from other relevant sources designed by the writer itself. In multiple choice form, the writer provided five possible answers included A, B, C, D and E for each item and it should be choosen one best answer. Furthermore, students' score of reading comprehension was calculated and analyzed by using formula (Arikunto, 2011) :



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$$\text{Students' Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Questions}} \times 100$$

Then, for measurement of students are based on score classification:

Table 3.8
The Score Classification of Reading Comprehension

SCORE	CATEGORIES
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

(Arikunto, 2011, p.245)

Referring to table 3.8, the category of students' reading comprehension of analytical exposition text was grouped based on the score obtained. The maximum score is 80-100 that indicates students' comprehension of analytical exposition text in very good level and the minimum score is 30-39 that indicates students' comprehension of analytical exposition text in fail level, and so forth.

3.5 Pilot Study

Before the questionnaires and test were administered to the samples of the study, it was important to distribute the instrument that was already valid and reliable. Thus, there was a pilot study in order to try out the instrument used to collect the data. In this study, 25 students of the eleventh grade who were not the samples had to be chosen in completing the questionnaire of reading strategy and self-efficacy then a reading comprehension of analytical exposition test. The consideration of having tried out to 25 students was they had same characteristics with the sample of study. They were including into population, which categorized



into low up to middle ability. Besides, they taught by the same teacher and lesson.

To make it clear, the result of validity and reliability of instruments as follow :

3.5.1 Validity of Questionnaire

Validity is the extent to which an instrument measured what it claimed to be measured (Ary et al., 2010). It means an instrument is valid if it is able to be used as a measuring tool to the actual conditions of the respondents. To know whether the data of questionnaire are valid or not, the writer used Product Moment Pearson Correlation included of construct validity by SPSS 22. The writer examined and noted the difference between r_{obtained} and r_{table} . If $r_o > r_t$ at the level significance of 5%, it means that the item is valid. But if $r_o < r_t$ at the level significance of 5%, it means that the item is not valid (Siregar, 2013). The validity result of reading strategy questionnaire acquired from 24 items with five alternatives as follow:

Table 3.9
The Validity Analysis of Reading Strategy Questionnaire

No	r_{observed}	r_{table}	Category	No	r_{observed}	r_{table}	Category
1	0.646	0.413	Valid	13	0.446	0.413	Valid
2	0.726	0.413	Valid	14	0.711	0.413	Valid
3	0.534	0.413	Valid	15	0.618	0.413	Valid
4	0.460	0.413	Valid	16	0.735	0.413	Valid
5	0.604	0.413	Valid	17	0.750	0.413	Valid
6	0.539	0.413	Valid	18	0.836	0.413	Valid
7	0.805	0.413	Valid	19	0.602	0.413	Valid
8	0.690	0.413	Valid	20	0.806	0.413	Valid
9	0.595	0.413	Valid	21	0.731	0.413	Valid
10	0.774	0.413	Valid	22	0.850	0.413	Valid
11	0.634	0.413	Valid	23	0.595	0.413	Valid
12	0.459	0.413	Valid	24	0.487	0.413	Valid



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The data above were consulted with r_{table} at significant level of 5% ($\alpha = alpha = 0.05$). There were 25 students, meaning that $N = 25$ with $df = N-2 = 25-2 = 23$. The writer took df 23, so r_{table} acquired was 0.413. It could be concluded that whole items were valid and utilized in this research.

Then the validity's result of self-efficacy questionnaire acquired from 28 items with four alternatives as follows :

Table 3.10
The Validity Analysis of Self-Efficacy Questionnaire

No	$r_{observed}$	r_{table}	Category	No	$r_{observed}$	r_{table}	Category
1	0.548	0.413	Valid	15	0.689	0.413	Valid
2	0.505	0.413	Valid	16	0.664	0.413	Valid
3	0.687	0.413	Valid	17	0.663	0.413	Valid
4	0.487	0.413	Valid	18	0.484	0.413	Valid
5	0.546	0.413	Valid	19	0.517	0.413	Valid
6	0.754	0.413	Valid	20	0.523	0.413	Valid
7	0.518	0.413	Valid	21	0.086	0.413	Invalid
8	0.586	0.413	Valid	22	0.666	0.413	Valid
9	0.438	0.413	Valid	23	0.236	0.413	Invalid
10	0.573	0.413	Valid	24	0.648	0.413	Valid
11	0.642	0.413	Valid	25	0.699	0.413	Valid
12	0.681	0.413	Valid	26	0.646	0.413	Valid
13	0.435	0.413	Valid	27	0.644	0.413	Valid
14	0.728	0.413	Valid	28	0.588	0.413	Valid

The data above were consulted with r_{table} at significant level of 5% ($\alpha = alpha = 0.05$). There were 25 students, meaning that $N = 25$ with $df = N-2 = 25-2 = 23$. The writer took df 23, so r_{table} acquired was 0.413. It could be concluded that 26 items with lower r_{table} were chosen and 2 items with higher r_{table} were not used.

It means 26 items **Remarkd Blue Print of Self-Efficacy** is research. Due to obtaining 26 valid items, the writer remarked the blueprint of self-efficacy questionnaire in the following table :



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Indicator	Sub-Indicator	Questionnaire Number	Total
General Self-efficacy	Optimism	1, 8, 15, 22	4
	Emotion	2, 9, 16	3
	Work Satisfaction	3, 10, 17, 23	4
Specific Self-efficacy	Progress	4, 11, 18, 24	4
	Observational comparison	5, 12, 19, 25	4
	Social Feedback	6, 13, 20, 26	4
	Physiological States	7, 14, 21	3
TOTAL			26

3.5.2 Validity of Test

Every test must be aimed at providing a true measure of the particular skill in which it is intended to be measured. In this research, to know the validity of reading comprehension test of analytical exposition text used content validity. Sugiyono (2009) believed content validity can be measured by comparing content and appropriate material which has done to be taught based on curriculum 2013. The instrument was belonged to achievement test. It means the test was used to measure students' ability after they had learned the material (analytical exposition text). The validity was determined by finding the level of difficulty for each item. The formula for item of difficulty can be seen as follows (Arikunto, 2011):

$$P = \frac{B}{JS}$$

Where, P : index of difficulty or facility value
 B : the number of correct answers
 JS : the number of examinees or students

As mentioned by Arikunto (2011) the standard value of the proportion of correct can be seen in the table below:



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Table 3.12
Index Difficulty Level of Test

Proportion correct (p)	Item category
$p > 0.70$	Easy
$0.30 < p < 0.70$	Mean
$p < 0.30$	Difficult

The standard level of the difficulty used was > 0.30 and < 0.70 , thus, the items are accepted if the level of difficulty between 0.30 – 0.70 and it is rejected if the level below 0.30 (difficult) and over 0.70 (easy). Then the proportion correct was represented by “p”, whereas the incorrect was represented by “q”. The calculation of the items difficulty can be seen in the following table :

Table 3.13
The students’ ability to identify the main idea

Variable	Identifying the main idea					N
Item No	1	6	11	16	21	25
Correct Item	14	13	14	11	11	
P	0.56	0.52	0.56	0.44	0.44	
Q	0.44	0.48	0.44	0.56	0.56	

From the table 3.13 illustrated above, the item numbers of question intended to identify the main idea were 1, 6, 11, 16, and 21. Item number 1 obtained the proportion of correct answer was 0.56, item number 6 obtained the proportion of correct answer was 0.52, item number 11 obtained the proportion of correct answer was 0.56, item number 16 obtained the proportion of correct answer was 0.44, and item number 21 obtained the proportion of correct answer



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was 0.44. Therefore, based on the standard level of difficulty " p " < 0.30 and > 0.70 , it was clearly that the items for identifying the main idea were **accepted**.

Table 3.14
The students' ability to identify the specific information

Variable	Identifying the specific information					N
Item No	2	7	12	17	22	25
Correct Item	16	13	13	15	10	
P	0.64	0.52	0.52	0.60	0.40	
Q	0.36	0.48	0.48	0.40	0.60	

From the table 3.14 illustrated above, the item numbers of question intended to identify the specific information were 2, 7, 12, 17, and 22. Item number 2 obtained the proportion of correct answer was 0.64, item number 7 obtained the proportion of correct answer was 0.52, item number 12 obtained the proportion of correct answer was 0.52, item number 17 obtained the proportion of correct answer was 0.60, and item number 22 obtained the proportion of correct answer was 0.40. Therefore, based on the standard level of difficulty " p " < 0.30 and > 0.70 , it was clearly pointed out that the items for identifying the specific information of analytical text were **accepted**.

Table 3.15
The students' ability to identify the vocabulary

Variable	Identifying the vocabulary					N
Item No	3	8	13	18	23	25
Correct Item	11	12	12	13	12	
P	0.44	0.48	0.48	0.52	0.48	
Q	0.56	0.52	0.52	0.48	0.52	



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From the table 3.15 illustrated above, the item numbers of question intended to identify the vocabulary were 3, 8, 13, 18, and 23. Item number 3 obtained the proportion of correct answer was 0.44, item number 8 obtained the proportion of correct answer was 0.48, item number 13 obtained the proportion of correct answer was 0.48, item number 18 obtained the proportion of correct answer was 0.52, and item number 23 obtained the proportion of correct answer was 0.48. Therefore, based on the standard level of difficulty " p " < 0.30 and > 0.70 , clearly pointed out the items for identifying the vocabulary were **accepted**.

Table 3.16
The students' ability to identify the reference

Variable	Identifying the reference					N
Item No	4	9	14	19	24	25
Correct Item	12	14	13	10	14	
P	0.48	0.56	0.52	0.40	0.56	
Q	0.52	0.44	0.48	0.60	0.44	

From the table 3.16 illustrated above, the item numbers of question intended to identify the reference were 4, 9, 14, 19, and 24. Item number 4 obtained the proportion of correct answer was 0.48, item number 9 obtained the proportion of correct answer was 0.56, item number 14 obtained the proportion of correct answer was 0.52, item number 19 obtained the proportion of correct answer was 0.40, and item number 24 obtained the proportion of correct answer was 0.56. Therefore, based on the standard level of difficulty " p " < 0.30 and > 0.70 , it was clearly hat the items for identifying the reference were **accepted**.



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Table 3.17
The students' ability to identify the inference

Variable	Identifying the inference					N
Item No	5	10	15	20	25	25
Correct Item	10	11	10	12	16	
P	0.40	0.44	0.40	0.48	0.64	
Q	0.60	0.56	0.60	0.52	0.36	

From the table 3.17 illustrated above, the item numbers of question intended to identify the inference were 5, 10, 15, 20, and 25. Item number 5 obtained the proportion of correct answer was 0.40, item number 10 obtained the proportion of correct answer was 0.44, item number 15 obtained the proportion of correct answer was 0.40, item number 20 obtained the proportion of correct answer was 0.48, and item number 25 obtained the proportion of correct answer was 0.64. Therefore, based on the standard level of difficulty " p " < 0.30 and > 0.70 , it was clearly that the items for identifying the inference were **accepted**.

3.5.3 Reliability of Questionnaire

Reliability has to do with accuracy of measurement. Regarding Ary et al (2010) "reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring"(p.236). Thus, it reflects the similar results when measurement is repeated on different occasion. Besides, the characteristic of reliability is sometimes termed consistency, thus in this research the writer used internal consistency by using Cronbach Alpha technique to know the reliability of questionnaire as follow :



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Table 3.18
The Reliability Level of Questionnaire

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80 - 0.90	Highly reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Minimally reliable
<0.60	Unacceptably low reliability

(Cohen, et al, 2007, p.506)

The reliability of reading strategy questionnaire was processed by SPSS

22 program. The result can be seen as follows :

Table 3.19
Cronbach Alpha Table of Reading Strategy Questionnaire

Cronbach's Alpha	N of Items
.940	24

Based on analysis above, the Cronbach's Alpha value of reading strategy was 0.940 which is higher than 0.60. It means that the questionnaire is reliable. Due to $0.940 > 0.90$, the level of the reliability was very high.

Then, the reliability of self-efficacy questionnaire was also processed by SPSS 22 program. The result can be seen as follows :

Table 3.20
Cronbach Alpha Table of Self-Efficacy Questionnaire

Cronbach's Alpha	N of Items
.920	28



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Based on analysis above, the value of Cronbach's Alpha of self-efficacy was 0.920 which is higher than 0.60. It could be said that the questionnaire is reliable. Due to $0.920 > 0.90$, the level of the reliability was very high.

3.5.4 Reliability of Test

Reliability is also necessary of a good test. "Reliability is the degree to which a test consistently measures whatever it is measuring" (Gay et al., 2012, p.165). It means the more reliable a test is, the more confidence scores obtained from different person. As mentioned by Arikunto (2011) that the reliability for good classroom achievement tests is expected to exceed 0.0 and closed 1.00. He stated that reliability of test is considered as follows:

0.0-0.20	: reliability is poor.
0.21-0.40	: reliability is satisfactory.
0.41-0.70	: reliability is good.
0.71-1.0	: reliability is excellent.

Besides, in order to obtain the reliability of the reading comprehension test given, the writer used internal consistency where tried out and analyzed by using Cronbach's alpha technique in SPSS 22 version. The result as follow :

Table 3.21
The Reliability Statistics of Reading Comprehension Test

Cronbach's Alpha	N of Items
.618	25

Based on table 3.21 presented above, the reliability of test was 0.618. It was categorized into good reliability level.



3.6 Data Analysis Technique

3.6.1 Descriptive Statistics and Classical Assumption Test

The data analysis started by calculating descriptive statistics. The writer calculated mean, range, median, and modus of the sample by using SPSS 22 version. Before testing the hypothesis, two kinds of prerequisite test was conducted include normality and linearity test.

3.6.1.1 Normality Test

In testing the null hypothesis of regression (significance test) needed the normality of residual distribution, not the distribution of dependent variable (Pedhazur, as cited in Creswell, 2008). Thus, the writer calculated the residual or error value first then analyzed it by using Kolmogorov-Smirnov technique.

- If the probability (sig) > 0.05, it means the residual data is normally distributed.
- If the probability (sig) < 0.05, it means the residual data is abnormally distributed. The result of normality test can be seen in the following table :

Table 3.22
Test of Normality

		Unstandardize d Residual
N		70
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.97753471
Most Extreme Differences	Absolute	.059
	Positive	.059
	Negative	-.040
Test Statistic		.059
Asymp. Sig. (2-tailed)		.200 ^{c,d}



a. Test distribution is Normal.

Based on normality test of the table 3.22, it showed the Asymp. Sig. (2-tailed) was $0.200 > 0.05$. It means the residual data is normally distributed.

3.6.1.2 Linearity Test

The second prerequisite is to know linearity among variables. It can be interpreted as whether the relation variable in the form of linear (straight line).

Then if a variable changes, it will be followed by another variable in the same pattern. Linearity is tested to know the linearity of line regression from variable X and Y (X_1 and Y; X_2 and Y). It used test for linearity by using SPSS 22 version in 0.05 significance. The SPSS result test can be interpreted as follows:

- If the sig. deviation from linearity > 0.05 , it means there is a linear relationship or linear regression between variable X and Y.
- If the sig. deviation from linearity < 0.05 , it means there is no linear relationship or linear regression between variable X and Y.

The result of linearity test can be seen in the following table :

Table 3.23
Linearity Test of Reading Comprehension and Reading Strategy

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Reading Strategy	Between Groups	(Combined)	5817.676	31	187.667	2.401	.005
		Linearity	2485.667	1	2485.667	31.796	.000
		Deviation from Linearity	3332.009	30	111.067	1.421	.152
	Within Groups		2970.667	38	78.175		
	Total		8788.343	69			



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Output SPSS of ANOVA table 3.23 indicated the sig. value of deviation from linearity was $0.152 > 0.05$. It means there is a linear relationship or linear regression between reading strategy and reading comprehension.

Table 3.24
Linearity Test of Reading Comprehension and Self-Efficacy

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Self-Efficacy	Between Groups	(Combined)	6105.143	29	210.522	3.138	.000
		Linearity	4082.250	1	4082.250	60.856	.000
		Deviation from Linearity	2022.893	28	72.246	1.077	.408
	Within Groups		2683.200	40	67.080		
	Total		8788.343	69			

Output SPSS of ANOVA table 3.24 presented the sig. value of deviation from linearity was $0.408 > 0.05$. It means there is a linear relationship or linear regression between self-efficacy and reading comprehension.

3.6.2 Inferential Statistics

After all the requirements were met, the writer did hypothesis testing by undertaking regression. Simple and multiple regression analysis used to find out how much the influence of one variable or more has on other variables. Simple regression analysis is used to answer research questions number 1 and 2. Specifically, to find out the influence of reading strategy (X_1) on reading comprehension (Y) then the influence of self-efficacy (X_2) on reading comprehension (Y). The SPSS result test can be interpreted as follows :



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- a. If probability (sig) < 0.05, it means there is a significant influence of X on Y.
- b. If probability (sig) > 0.05, it means there is no significant influence of X on Y.

Then, the writer categorizes the correlation degree of coefficient correlation (r) :

Table 3.25
The Classification of Relation between Variables

Coefficient Interval	Relationship Degree
0.000-0.199	Very Weak
0.20-0.399	Weak
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.000	Very Strong

(Sugiyono, 2009)

To test hypothesis 3, the writer used multiple regression. Specifically, to find out the influence of reading strategy (X_1) and self-efficacy (X_2) on reading comprehension (Y). The SPSS result test can be interpreted :

- a. If the probability (sig) < 0.05, it means there is a significant influence of X_1 and X_2 simultaneously on Y (Ha is accepted)
- b. If the probability (sig) > 0.05, it means there is no significant influence of X_1 and X_2 simultaneously on Y.



reading strategy and self-efficacy simultaneously made a positive contribution to students' reading comprehension. It was proven by data analysis and result in chapter four that showed matching result between alternative hypothesis and data were categorized into strong relationship level. It means both of independent variables had important space to improve reading comprehension scores. Lastly, the majority of students' reading comprehension scores of analytical exposition text were classified into "good" level.

5.2 Implications

Reading strategy and self-efficacy has proven giving positive influence on students' reading comprehension of analytical exposition text, meaning that those factors cannot be ignored and tend to need noticeable attention. Regarding to many theories mentioned in chapter two and it has been proven by the results of this study indicated reading strategy as positive prediction to reading comprehension. Teacher needs to help students do more practice in applying any reading strategies. Preferably, students obviously require the use of reading strategies when faced difficult texts and adjust to the very different constraints in literary materials. Therefore, the use of reading strategies will not be effective when there is no awareness of the students.

In addition, self-efficacy becomes one of consideration to improve students' reading comprehension score. It indicates the students with high self-efficacy will have high score in reading comprehension than those who have low self-efficacy. Clearly, if students have high belief in ability, they will more



motivate and confident to accomplish the reading task. Thus, teacher can afford considerable time to know deeply and improve students' self-efficacy by applying many teaching strategies and being cooperative to increase pedagogical purpose.

Moreover, a reliable research should have a novelty to enrich the existing literature. The novelty comes from the research gap of previous study that investigated the influence of reading strategy or self-efficacy partially (not simultaneously) on reading comprehension and conducted in different context. Besides, the writer also complemented the previous research from the aspect of its indicator coverage specifically at senior high school level in Riau province so that produced a different research finding.

5.3 Recommendations

In this study, some recommendations proposed to the students, teachers, and further researchers. First, teacher is expected to give special concern on students' use of appropriate reading strategy in comprehending an English text since most of students sometimes to use it. One of alternative ways through teacher modeling where students are demonstrated what and why to use reading strategy by competent readers in coping with comprehension problems then train students to read of larger textual portion (Wang, 2016). In that why, students can practice the use of strategy in their own reading and become more aware on how to develop efficiency comprehension as the central emphasis of strategy instruction. Besides, it is important for teacher to know precisely on how high the students' self-efficacy level in language learning. Teacher can provide



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considerable time to getting close and create good atmosphere of efficacy by providing cooperative learning strategies. As mentioned by Bandura (1993), cooperative learning structure in which students work together and help each other to promote more positive self-evaluations of capability and higher academic attainments than do individualistic or competitive. Thus, having good relationship between teacher and students can enhance students' positive judgment to solve any reading tasks.

Second, students should aware that high belief in ability and using appropriate strategy more frequent are indispensable. Thus, they are expected to increase their frequency of using reading strategy and self-efficacy degree to support language learning. Even though their self-efficacy belief and reading strategy are categorized into moderate/medium level, do more practice exceed of their current reading level to comprehend any genres are needed. Because their ability in reading comprehension might be influenced by other factors that are not covered in this study such as self-esteem, attitude, and so forth.

Third, by considering the result and limitation of this study, the further research on this topic would be recommended such as adding independent variables that might be given bigger contribution to reading comprehension. Besides, further research on same issue can be done in lower or higher level of education and applied those independent variables in other skill achievement included speaking, listening, or writing skill. In short, the different results of study could be produced for better teaching and learning process in the future.



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APPENDIX 1

“Questionnaire and Students’ Result of Reading Strategy”

UIN SUSKA RIAU



KUESIONER TENTANG PENGGUNAAN STRATEGI MEMBACA

Responden : Siswa/i kelas 11 di MAN 3 Pekanbaru

Petunjuk pengisian angket :

1. Angket ini bertujuan untuk mengumpulkan informasi tentang seberapa sering menggunakan strategi membaca dalam memahami teks analitis eksposisi pada siswa kelas XI di MAN 3 Pekanbaru.
2. Silahkan lengkapi biodata Anda menggunakan identitas asli.
3. Jawablah setiap pernyataan di bawah ini dengan memilih salah satu pilihan yang tersedia yaitu : “Selalu”
“Sering”
“Kadang-kadang”
“Jarang”
“Tidak Pernah”

Terima kasih atas partisipasinya, semoga adik-adik sukses!

Nama : _____

Kelas : _____

☐ Jenis Kelamin : Laki-laki ☐ Perempuan

No	Statements / Pernyataan	Always (selalu)	Often (sering)	Sometimes (kadang-kadang)	Seldom (jarang)	Never (tidak pernah)
		5	4	3	2	1
1	I have a purpose in mind when I read analytical exposition text (Saya memiliki tujuan ketika membaca teks analitis eksposisi)					
2	I read analytical exposition text slowly and carefully to make sure I understand what I am reading (Saya membaca teks analitis eksposisi dengan perlahan dan berhati-hati untuk memastikan bahwa saya memahami apa yang sedang dibaca)					
3	I take notes while reading analytical exposition text to help me understand what I read (Ketika membaca teks analitis eksposisi, saya membuat catatan untuk membantu memahami apa yang sedang dibaca)					
4	I think about what I know to help me understand analytical exposition text					

	(Saya menggunakan pengetahuan saya untuk membantu memahami teks analitikal eksposisi)					
5	I try to get back on track when I lose concentration (Saya mencoba untuk kembali berkonsentrasi ketika saya kehilangan konsentrasi).					
6	When analytical exposition text becomes difficult, I read aloud to help me understand what I read Ketika membaca teks analitikal eksposisi yang sulit, saya membaca dengan suara keras untuk membantu memahami teks).					
7	I take an overall view of the text to see what it is about, before start to read analytical exposition text (Sebelum membaca teks analitikal eksposisi, saya melihat teks secara keseluruhan untuk mengetahui topiknya).					
8	I adjust my reading speed according to the reading material of analytical text (Saya menyesuaikan kecepatan membaca dengan materi bacaan pada teks analitikal)					
9	I underline or circle information of analytical exposition text to help me remember it (Saya menggarisbawahi atau melingkari informasi pada teks analitikal eksposisi untuk membantu saya mengingatnya)					
10	I think about whether the content of analytical exposition text fits my reading purpose (Saya memikirkan apakah isi teks analitikal eksposisi tersebut sesuai dengan tujuan saya dalam membaca)					
11	When analytical text becomes difficult, I pay closer attention to what I am reading (Ketika bacaan teks analitikal menjadi lebih sulit, saya lebih memperhatikan apa yang saya baca)					

12	I use reference materials (e.g. a dictionary) to help me understand analytical text (Saya menggunakan buku-buku referensi misalnya kamus untuk membantu saya memahami teks analitikal)					
13	I review the analytical exposition text first by noting its characteristic like length and organization (saya meninjau teks analitikal eksposisi terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang teks dan susunannya)					
14	I stop from time to time and think about the content of analytical exposition text (Sesekali saya berhenti membaca dan memikirkan isi bacaan pada teks analitikal)					
15	I paraphrase (restate ideas in my own words) to better understand in analytical exposition text (Saya menguraikan makna pada teks analitikal eksposisi menggunakan kalimat sendiri untuk lebih memahami informasi yang dibaca)					
16	When reading analytical text, I decide what to read closely and what to ignore (Ketika membaca teks analitikal, saya menentukan bagian teks mana yang harus dibaca dengan seksama dan bagian teks mana yang harus diabaikan)					
17	I try to visualize information of analytical text to help remember what I read (Saya mencoba memvisualisasikan informasi dalam teks analitikal untuk membantu saya mengingat apa yang sedang dibaca)					
18	I go back and forth in the text to find relationships among ideas in analytical text (Saya membaca ulang bagian-bagian teks sebelumnya untuk menentukan hubungan makna dalam teks analitikal)					
19	I use tables, figures, and pictures in analytical text to increase understanding					

	(Saya menggunakan table, angka, maupun gambar-gambar dalam teks analitikal untuk meningkatkan pemahaman saya)					
20	When analytical text becomes difficult, I re-read it to increase my understanding (Ketika teks analitikal bertambah sulit, saya membaca bagian teks itu berulang kali untuk meningkatkan pemahaman saya)					
21	I ask myself questions, I like to have answered in the analytical text (Saya mengajukan pertanyaan – pertanyaan kepada diri sendiri yang saya harapkan dapat terjawab dari teks)					
22	I use context clues to help me better understanding in analytical text (Saya menggunakan petunjuk makna dalam konteks untuk membantu saya memahami teks analitikal)					
23	When I read analytical text, I guess the meaning of unknown words or phrases (Ketika membaca teks analitikal, saya menebak arti dari kata-kata sulit atau frasa yang belum diketahui)					
24	When reading analytical text, I translate from English into Indonesia (Ketika membaca teks analitikal, saya menerjemahkan teks bacaan tersebut dari bahasa Inggris ke bahasa Indonesia)					

-THANK YOU-

UIN SUSKA RIAU

Students' Questionnaire Scores of Reading Strategy

Respon- dents	Number of Items																								Total	Converted Scores
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
S_1	4	5	4	4	5	2	3	4	4	4	4	5	2	2	4	2	2	4	1	4	2	3	3	4	81	68
S_2	3	4	4	4	4	2	3	3	3	3	2	4	2	2	3	3	2	4	3	5	3	3	4	5	78	65
S_3	2	5	4	4	5	2	5	4	3	3	5	5	4	4	4	1	3	4	4	5	3	4	3	3	89	74
S_4	5	4	3	5	5	3	2	5	5	5	4	5	3	5	5	5	5	5	5	3	4	3	5	3	102	85
S_5	3	5	3	4	4	3	4	4	3	4	5	4	4	4	5	4	4	4	3	5	4	4	4	5	96	80
S_6	5	5	4	4	5	5	4	4	4	4	5	4	4	4	5	4	5	4	3	4	5	4	5	5	105	88
S_7	5	5	4	5	5	4	5	5	5	5	3	5	5	4	5	4	5	5	5	4	5	5	4	5	112	93
S_8	3	4	4	5	4	1	3	3	4	4	1	5	1	3	4	3	4	4	3	4	4	3	4	4	82	68
S_9	3	4	3	3	4	4	3	4	3	3	4	4	4	4	5	4	3	4	5	3	5	3	3	5	90	75
S_10	3	3	4	3	4	3	3	4	2	3	3	3	4	4	3	3	3	3	1	3	2	3	4	2	73	61
S_11	4	3	3	3	4	3	4	4	3	3	4	4	3	4	3	4	3	3	3	4	4	3	3	2	81	68
S_12	3	5	3	5	4	3	2	4	4	3	3	2	3	3	5	4	5	4	2	4	3	3	4	4	85	71
S_13	4	5	4	5	5	5	4	5	5	5	4	5	4	4	4	5	3	4	4	5	3	4	4	5	105	88
S_14	4	5	4	5	5	3	4	3	4	4	4	5	5	3	5	3	5	5	3	5	3	5	5	5	102	85
S_15	3	5	3	5	5	2	5	3	5	4	4	5	3	3	5	3	3	5	4	5	3	5	4	4	96	80
S_16	5	2	3	3	3	1	2	3	3	3	2	4	3	3	4	4	3	3	2	4	2	3	3	4	72	60
S_17	4	3	5	3	3	2	5	4	2	4	5	3	3	5	3	3	3	4	3	5	5	2	3	5	87	73
S_18	4	5	5	5	5	3	4	4	3	4	4	5	4	5	4	3	5	3	4	5	4	5	5	4	102	85
S_19	5	4	5	5	4	5	3	5	4	3	5	4	4	5	4	5	4	5	3	5	5	4	5	4	105	88
S_20	3	3	4	4	3	3	3	5	3	3	5	3	3	3	3	3	3	4	3	3	4	3	4	3	81	68
S_21	3	5	3	4	4	2	3	4	3	4	4	5	4	1	1	1	4	4	4	4	3	4	1	5	80	67
S_22	3	3	4	3	4	4	4	4	4	4	4	4	4	4	3	4	3	4	3	4	4	4	4	4	90	75
S_23	3	5	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	5	5	3	4	4	3	3	82	68
S_24	3	4	3	5	5	4	2	5	4	5	5	5	3	3	2	3	3	2	1	3	2	4	4	4	84	70
S_25	4	5	4	5	5	5	4	5	5	5	4	3	5	3	4	5	4	3	5	4	5	3	3	5	103	86
S_26	5	3	5	4	3	2	5	3	4	4	5	3	3	2	3	5	2	3	3	4	4	4	4	4	87	73
S_27	3	3	2	5	3	2	2	3	2	4	3	3	3	4	3	4	4	3	3	3	3	3	4	3	75	63
S_28	5	5	3	5	4	2	5	4	5	5	5	3	5	4	5	5	4	5	4	5	5	4	5	5	107	89
S_29	4	5	3	5	5	5	5	4	3	4	5	5	5	5	5	5	5	5	2	5	5	5	5	3	108	90
S_30	4	5	5	4	5	2	5	2	2	2	5	5	3	5	2	2	2	5	2	5	2	4	5	3	86	72
S_31	3	5	2	4	5	2	3	4	2	4	4	4	5	4	5	4	4	4	3	4	2	4	3	4	88	73
S_32	4	4	3	5	5	4	5	4	3	5	4	4	5	5	5	4	4	5	5	5	4	5	5	5	107	89
S_33	5	5	3	5	5	1	5	5	5	5	4	5	4	5	4	5	5	5	5	5	5	5	5	5	111	93
S_34	4	5	4	4	5	4	3	4	4	4	4	5	4	3	3	4	4	4	3	5	4	5	4	4	97	81
S_35	3	4	3	4	4	2	4	3	2	3	4	4	4	4	4	3	3	4	1	4	4	3	4	5	83	69

S_36	5	5	4	5	4	5	4	3	5	5	3	4	4	4	5	4	5	5	3	5	5	4	4	5	105	88
S_37	3	4	2	2	4	5	3	3	2	3	4	2	4	3	4	4	2	4	3	4	2	3	3	4	77	64
S_38	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	4	5	5	5	5	5	5	117	98
S_39	3	5	4	5	5	4	4	4	5	3	5	3	4	3	4	4	3	5	4	5	3	4	4	5	98	82
S_40	5	5	3	3	3	1	3	2	3	4	3	5	3	5	4	4	4	5	2	3	3	3	4	3	83	69
S_41	3	4	3	4	5	3	4	4	3	4	4	4	4	4	4	5	3	4	4	4	4	4	4	3	92	77
S_42	5	4	2	5	5	5	3	5	3	4	2	4	4	3	4	3	3	4	3	4	3	3	3	2	86	72
S_43	4	4	3	4	4	3	2	3	4	4	4	4	3	3	3	3	3	3	2	3	4	3	4	3	80	67
S_44	3	3	2	4	5	2	4	3	5	3	4	2	1	4	3	3	2	3	2	2	3	5	3	3	74	62
S_45	3	3	3	4	4	2	3	2	5	4	4	4	3	3	4	2	3	4	4	4	4	3	4	5	84	70
S_46	3	3	3	4	4	3	4	3	5	3	3	3	4	4	3	4	4	3	3	4	3	4	3	3	83	69
S_47	4	5	4	4	5	4	4	4	3	4	3	3	3	4	3	3	3	3	3	4	3	4	4	5	89	74
S_48	3	3	3	3	3	2	4	4	3	4	3	4	4	4	4	3	3	3	3	4	3	4	3	4	81	68
S_49	4	5	3	5	5	4	5	4	4	4	5	5	5	4	4	4	3	5	4	5	3	4	5	5	104	87
S_50	4	3	2	4	5	3	4	4	3	4	5	3	3	5	4	5	3	5	5	5	3	5	3	3	93	78
S_51	3	3	3	5	5	3	4	3	3	3	4	3	3	2	3	3	4	2	3	2	2	3	3	5	77	64
S_52	4	5	4	4	5	3	4	3	4	4	4	4	2	4	2	2	4	4	2	4	2	3	4	4	85	71
S_53	4	5	4	4	4	3	4	3	2	3	2	3	3	3	2	3	3	2	2	3	3	3	3	5	76	63
S_54	3	4	2	5	2	2	5	4	2	4	3	2	5	2	5	3	4	3	3	2	2	4	3	4	78	65
S_55	4	3	1	5	4	1	1	1	3	4	5	4	3	4	4	1	3	1	1	2	3	2	2	3	65	54
S_56	3	3	2	4	3	1	3	2	3	1	3	4	3	3	3	3	4	4	4	3	4	3	4	3	73	61
S_57	3	2	3	4	5	4	4	4	4	3	3	2	3	3	4	4	4	3	4	4	4	3	3	4	84	70
S_58	5	5	5	4	5	4	5	5	5	5	5	4	4	5	5	4	3	4	5	4	5	5	4	2	107	89
S_59	3	3	2	4	5	4	3	4	3	3	4	4	4	4	3	3	3	3	3	4	2	3	4	5	83	69
S_60	5	4	5	5	3	4	5	3	4	4	4	5	4	3	4	4	5	5	3	4	2	4	4	5	98	82
S_61	5	5	4	3	3	3	5	3	3	5	4	5	3	3	3	5	3	5	3	5	4	4	3	4	93	78
S_62	4	3	3	4	3	2	2	2	3	3	3	4	3	2	2	4	2	4	4	3	2	2	4	3	71	59
S_63	4	5	3	5	5	4	4	3	2	4	3	2	4	5	4	2	3	5	3	5	4	4	5	4	92	77
S_64	2	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	69	58
S_65	3	2	2	4	2	5	2	5	5	2	3	5	3	3	2	3	4	3	4	3	4	3	3	3	78	65
S_66	4	4	5	3	4	2	4	3	4	4	4	4	3	4	2	4	3	3	4	3	2	3	3	4	83	69
S_67	3	4	4	4	5	2	5	4	3	4	3	5	3	3	5	4	5	3	5	3	3	3	5	3	91	76
S_68	3	5	4	3	4	3	3	1	4	4	2	3	3	4	4	2	3	2	3	4	3	2	4	4	77	64
S_69	3	3	4	3	3	2	4	2	2	2	3	4	4	2	4	4	3	4	2	3	4	3	4	3	75	63
S_70	3	4	2	3	4	3	3	3	4	4	3	2	4	4	3	4	3	4	4	4	4	4	4	4	84	70
Total	259	285	237	289	294	213	259	250	247	262	264	272	247	253	260	248	245	269	228	277	242	255	266	276		5164



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The Frequency Distribution Scores of Reading Strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	1.4	1.4	1.4
	58	1	1.4	1.4	2.9
	59	1	1.4	1.4	4.3
	60	1	1.4	1.4	5.7
	61	2	2.9	2.9	8.6
	62	1	1.4	1.4	10.0
	63	3	4.3	4.3	14.3
	64	3	4.3	4.3	18.6
	65	3	4.3	4.3	22.9
	67	2	2.9	2.9	25.7
	68	6	8.6	8.6	34.3
	69	5	7.1	7.1	41.4
	70	4	5.7	5.7	47.1
	71	2	2.9	2.9	50.0
	72	2	2.9	2.9	52.9
	73	3	4.3	4.3	57.1
	74	2	2.9	2.9	60.0
	75	2	2.9	2.9	62.9
	76	1	1.4	1.4	64.3
	77	2	2.9	2.9	67.1
	78	2	2.9	2.9	70.0
	80	2	2.9	2.9	72.9
	81	1	1.4	1.4	74.3
	82	2	2.9	2.9	77.1
	85	3	4.3	4.3	81.4
	86	1	1.4	1.4	82.9
	87	1	1.4	1.4	84.3
	88	4	5.7	5.7	90.0



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

89	3	4.3	4.3	94.3
90	1	1.4	1.4	95.7
93	2	2.9	2.9	98.6
98	1	1.4	1.4	100.0
Total	70	100.0	100.0	

The Tabulation Scores of Reading Strategy Questionnaire

Respondents	Score	Category	Respondents	Score	Category
Students 1	68	Medium	Students 36	88	High
Students 2	65	Medium	Students 37	64	Medium
Students 3	74	Medium	Students 38	98	High
Students 4	85	High	Students 39	82	High
Students 5	80	Medium	Students 40	69	Medium
Students 6	88	High	Students 41	77	Medium
Students 7	93	High	Students 42	72	Medium
Students 8	68	Medium	Students 43	67	Medium
Students 9	75	Medium	Students 44	62	Medium
Students 10	61	Medium	Students 45	70	Medium
Students 11	68	Medium	Students 46	69	Medium
Students 12	71	Medium	Students 47	74	Medium
Students 13	88	High	Students 48	68	Medium
Students 14	85	High	Students 49	87	High
Students 15	80	Medium	Students 50	78	Medium
Students 16	60	Low	Students 51	64	Medium
Students 17	73	Medium	Students 52	71	Medium
Students 18	85	High	Students 53	63	Medium
Students 19	88	High	Students 54	65	Medium

Students 20	68	Medium	Students 55	54	Low
Students 21	67	Medium	Students 56	61	Medium
Students 22	75	Medium	Students 57	70	Medium
Students 23	68	Medium	Students 58	89	High
Students 24	70	Medium	Students 59	69	Medium
Students 25	86	High	Students 60	82	High
Students 26	73	Medium	Students 61	78	Medium
Students 27	63	Medium	Students 62	59	Low
Students 28	89	High	Students 63	77	Medium
Students 29	90	High	Students 64	58	Low
Students 30	72	Medium	Students 65	65	Medium
Students 31	73	Medium	Students 66	69	Medium
Students 32	89	High	Students 67	76	Medium
Students 33	93	High	Students 68	64	Medium
Students 34	81	High	Students 69	63	Medium
Students 35	69	Medium	Students 70	70	Medium
Total	5173				
Mean	73.90				
Maximum	98				
Minimum	54				

No	Categories	Score	Frequency	Percentage
1	High	81-100	19	27%
2	Medium	61-80	47	67%
3	Low	41-60	4	6%
4	Never	20-40	0	0%
Total			70	100%

	Items	Always Frequency
Global Strategy	Q1	15
	Q4	26
	Q7	17
	Q10	12
	Q13	9
	Q16	12
	Q19	11
	Q22	12
Problem-solving Strategy	Q2	31
	Q5	32
	Q8	12
	Q11	17
	Q14	13
	Q17	12
	Q20	22
	Q23	14
Support Strategy	Q3	9
	Q6	10
	Q9	15
	Q12	22
	Q15	17
	Q18	19
	Q21	12
	Q24	24

	Items	Always Frequency
Global Strategy	Q1	15
	Q4	26
	Q7	17
	Q10	12
	Q13	9
	Q16	12
	Q19	11
	Q22	12
Problem-solving Strategy	Q2	31
	Q5	32
	Q8	12
	Q11	17
	Q14	13
	Q17	12
	Q20	22
	Q23	14
Support Strategy	Q3	9
	Q6	10
	Q9	15
	Q12	22
	Q15	17
	Q18	19
	Q21	12
	Q24	24



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 2

“Questionnaire and Students’ Result of Self-Efficacy”

UIN SUSKA RIAU



KUESIONER TENTANG EFIKASI DIRI

Responden : Siswa/i kelas 11 di MAN 3 Pekanbaru

Petunjuk pengisian angket :

1. Angket ini bertujuan untuk mengumpulkan informasi tentang tingkat "efikasi diri" pada siswa kelas XI di MAN 3 Pekanbaru.
2. Silahkan lengkapi biodata Anda menggunakan identitas asli.
3. Jawablah setiap pernyataan di bawah ini dengan memilih salah satu pilihan yang tersedia yaitu : "Sangat Tidak Benar"
"Hampir Tidak Benar"
"Cukup Benar"
"Benar Sekali"

Terima kasih atas partisipasinya, semoga adik-adik sukses!

Nama : _____

Kelas : _____

☐ Jenis Kelamin ☐ Laki-laki ☐ Perempuan

No	Statements / Pernyataan	Exactly true (benar sekali)	Moderately true (cukup benar)	Hardly true (hampir tidak benar)	Not at all true (sangat tidak benar)
		4	3	2	1
1	I can always manage to solve difficult problems if I try hard enough (Saya selalu bisa menyelesaikan masalah sulit jika berusaha cukup keras)				
2	If someone oppose me, I can find the means and ways to get what I want (Jika seseorang menentang saya, saya dapat menemukan cara untuk mendapatkan apa yang saya inginkan)				
3	I can develop and increase my skill life independently (Saya dapat mengembangkan dan meningkatkan keterampilan hidup secara mandiri)				
4	I can handle more challenging reading materials of analytical exposition text than I could before (Saya dapat menangani bacaan teks analitis yang lebih sulit dari sebelumnya)				

5	<p>When I compare myself to other students in my class, I am a good reader</p> <p>(Ketika saya membandingkan diri saya dengan siswa lain di kelas, saya adalah pembaca yang baik)</p>				
6	<p>My teacher have told me that I am good in comprehending analytical exposition text</p> <p>(Guru saya mengatakkn bahwa saya bagus dalam memahami teks analitikal)</p>				
7	<p>Just being in reading group of analytical exposition text make me feel stressed and nervous</p> <p>(Berada pada kelompok pemahaman membaca teks analitikal ekspois, membuat saya stres dan gugup)</p>				
8	<p>I can solve most problems if I invest the necessary effort</p> <p>(Saya dapat menyelesaikan sebagian besar masalah jika saya mengusahakannya)</p>				
9	<p>If I am trouble, I can usually think of a solution</p> <p>(Jika dalam masalah, biasanya saya bisa memikirkan solusinya)</p>				
10	<p>Thanks to my resourcefulness, I know how to handle unforeseen situations</p> <p>(Berkat akal sehat yang dimiliki, saya tahu bagaimana menangani situasi yang tidak terduga)</p>				
11	<p>I comprehend analytical exposition text better now than I could before</p> <p>(Sekarang, saya memahami teks analitikal dengan baik daripada sebelumnya)</p>				
12	<p>When I see how my teacher comprehend analytical exposition text, I can see my self in the same way</p> <p>(Ketika saya melihat bagaimana guru saya memahami teks analitikal, saya dapat melihat diri saya dengan cara yang sama)</p>				
13	<p>Other students like to be in my group because I am good in comprehending analytical exposition text</p>				

	(Siswa lain senang berada di kelompok saya karna saya pandai/mampu memahami teks analitikal eksposisi)				
14	I feel calm when I read analytical exposition text in English (Saya merasa tenang saat membaca teks analitikal dalam bahasa Inggris)				
15	I can usually handle whatever comes my way (Saya biasanya bisa menangani apapun yang menghadang)				
16	I can remain calm when facing difficulties because I can rely on my coping abilities (Saya bisa tetap tenang saat menghadapi kesulitan karena saya bisa mengandalkan kemampuan yang dimiliki)				
17	It is easy for me to stick to my aims and accomplish my goals (Mudah bagi saya untuk tetap berpegang pada suatu tujuan dan mencapainya)				
18	Vocabulary words are easier for me to understand when I comprehend analytical exposition text now (Kosa kata lebih mudah saya mengerti ketika memahami teks analitikal sekarang)				
19	When I read analytical text, I can figure out words better than other students (Ketika saya membaca teks analitikal, saya dapat memahami kata-katanya lebih baik daripada siswa lain)				
20	My parents notice my record in comprehending analytical exposition text (Orang tua saya memperhatikan peningkatan saya dalam memahami teks analitikal eksposisi)				
21	I am confident that I could deal efficiently with unexpected events while comprehending analytical exposition text (Saya yakin bahwa saya dapat menangani kejadian tak terduga secara efisien ketika memahami teks analitikal eksposisi)				

22	<p>When I confronted with a problem, I can usually find several solution</p> <p>(Ketika saya dihadapkan oleh suatu masalah, biasanya saya dapat menemukan beberapa solusi alternative)</p>				
23	<p>I know what to do when I don't understand what I am reading</p> <p>(Saya tahu apa yang harus saya lakukan jika tidak mengerti tentang apa yang sedang dibaca)</p>				
24	<p>I seem to know the gist of a passage than other students</p> <p>(Saya tampaknya mengetahui inti dari suatu teks dibandingkan siwa lain)</p>				
25	<p>My brother/sister said my English score is good, so they always ask me to help their homework in answering questions of a passage</p> <p>(Kakak saya mengatakan bahwa nilai bahasa inggris saya bagus, jadi mereka selalu minta bantuan untuk mengerjakan PR terkait pemahaman bacaan)</p>				
26	<p>I feel awesome when I have completed all my reading analytical task</p> <p>(Saya merasa bangga setelah menyelesaikan semua tugas membaca teks analitikal)</p>				

-THANK YOU-

UIN SUSKA RIAU

Students' Questionnaire Scores of Self-Efficacy

Respondents	Number of Items																										Total	Converted Scores
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
S_1	3	3	3	3	3	2	3	2	3	2	2	2	3	2	2	3	2	3	2	3	2	3	2	3	2	3	66	63
S_2	3	2	3	2	2	3	3	3	2	3	3	2	3	3	3	3	2	3	3	2	3	3	2	3	3	2	69	66
S_3	4	3	3	3	3	3	2	3	3	4	4	3	3	3	3	3	3	2	3	2	2	3	2	3	3	3	76	73
S_4	4	2	4	4	3	4	4	4	3	2	4	3	2	4	2	2	4	3	4	4	3	4	3	3	3	4	86	83
S_5	3	3	4	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	2	3	3	3	3	3	76	73
S_6	4	3	4	3	4	4	2	4	4	4	3	2	4	3	3	2	3	4	3	3	3	4	3	4	3	3	86	83
S_7	3	4	4	3	3	3	2	3	3	4	3	4	3	3	2	3	4	4	3	3	3	3	3	4	3	3	83	80
S_8	3	3	3	2	2	2	3	3	3	3	3	2	1	2	3	3	2	3	1	2	2	2	4	3	2	2	64	62
S_9	3	3	3	4	4	4	4	3	3	4	4	3	4	2	4	3	3	4	3	4	2	4	3	4	3	4	89	86
S_10	4	3	3	2	2	3	4	3	2	3	3	2	2	2	2	2	3	3	2	2	3	3	4	3	2	3	70	67
S_11	4	3	3	2	2	1	4	4	3	3	2	1	1	3	2	3	4	4	2	2	4	3	4	2	4	1	71	68
S_12	4	2	3	3	3	3	2	2	4	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	2	74	71
S_13	4	3	4	4	4	3	4	4	4	4	4	3	3	3	4	3	4	4	4	3	4	4	3	4	4	4	96	92
S_14	4	3	3	3	2	3	1	3	2	2	4	3	3	3	2	2	2	4	3	3	2	2	4	2	3	2	70	67
S_15	4	3	4	4	3	3	3	4	4	4	4	4	4	4	3	4	3	3	4	3	3	3	3	3	4	4	92	88
S_16	4	3	4	2	1	2	3	4	3	3	3	2	2	1	3	3	3	4	1	1	3	3	3	3	4	1	69	66
S_17	3	2	2	3	2	3	2	2	3	3	3	2	1	3	3	2	2	2	2	2	3	3	2	2	3	3	63	61
S_18	3	3	4	3	4	3	4	4	4	3	4	3	4	3	4	3	4	3	4	4	4	4	3	3	4	3	92	88
S_19	4	1	4	3	3	3	2	2	3	4	4	4	2	2	3	4	3	4	4	4	4	3	4	4	4	3	85	82
S_20	4	2	3	2	3	2	3	2	3	4	3	2	2	2	3	3	3	3	2	3	3	3	2	3	3	2	70	67
S_21	4	3	3	3	1	1	3	2	3	2	2	3	2	3	3	3	3	4	1	3	3	3	1	4	4	1	68	65
S_22	4	3	4	2	4	4	2	4	4	4	3	4	3	3	3	4	3	3	3	2	4	4	4	3	4	3	88	85
S_23	3	3	3	2	2	2	3	3	3	3	2	2	2	2	2	2	2	3	2	3	2	2	3	3	3	2	64	62
S_24	4	2	3	3	3	3	2	4	3	3	3	3	3	2	3	3	2	4	2	3	2	2	3	3	3	2	73	70
S_25	4	4	3	4	3	4	3	4	4	4	3	3	4	3	4	4	4	3	4	4	4	3	4	3	4	4	95	91
S_26	3	3	3	2	1	1	2	3	3	3	3	1	2	2	2	2	2	3	2	1	2	2	3	2	3	2	58	56
S_27	4	3	2	3	3	3	1	4	3	3	3	3	3	2	3	3	2	3	3	3	2	3	2	3	3	3	73	70
S_28	4	3	3	3	4	2	2	4	4	4	2	3	3	4	3	4	4	4	3	4	2	3	2	3	2	3	82	79
S_29	3	3	3	4	3	3	4	3	3	4	3	4	3	4	4	3	4	3	4	4	3	4	3	4	3	4	90	87
S_30	4	3	4	2	3	2	3	3	4	3	3	2	2	3	3	3	3	4	2	3	2	3	2	4	3	2	75	72
S_31	4	4	3	3	4	3	4	4	4	4	3	4	3	3	4	3	4	3	4	3	3	3	3	4	3	3	90	87
S_32	3	3	4	3	4	3	4	3	4	3	4	4	3	3	3	4	3	3	3	3	4	3	3	3	3	3	86	83
S_33	3	3	3	2	2	2	3	3	4	3	3	4	2	2	3	4	3	3	2	4	2	3	4	3	3	2	75	72
S_34	4	3	4	4	3	4	3	4	2	3	4	3	3	4	3	3	3	3	4	3	4	3	3	3	4	3	87	84
S_35	2	3	3	2	2	3	2	3	3	2	3	3	2	3	4	3	4	3	2	3	2	3	3	2	3	2	70	67
S_36	4	4	4	3	3	4	3	4	4	4	3	3	3	3	4	3	4	3	4	3	2	3	3	4	3	4	89	86
S_37	3	3	4	4	3	3	2	4	3	3	4	3	3	3	3	4	3	3	4	2	2	4	2	3	4	4	83	80

S_38	4	3	3	3	4	4	3	4	3	3	4	3	2	3	3	3	3	3	4	4	3	2	3	3	3	83	80	
S_39	3	4	3	2	2	3	2	3	3	2	3	3	3	3	3	2	3	3	2	3	2	3	3	3	3	71	68	
S_40	3	2	4	3	2	2	2	3	3	3	3	3	3	3	3	3	3	2	2	2	3	3	2	3	2	70	67	
S_41	4	4	4	3	3	4	3	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4	3	97	93		
S_42	3	3	3	3	2	2	3	3	3	3	3	2	1	2	3	3	3	3	2	2	3	3	3	3	2	69	66	
S_43	2	2	2	2	2	2	2	3	2	1	2	1	2	1	2	2	1	3	2	2	3	2	3	2	2	1	51	49
S_44	3	2	3	3	2	2	2	3	3	3	3	3	2	2	2	2	2	3	2	3	3	3	3	3	3	68	65	
S_45	4	3	4	3	3	2	3	3	2	3	4	2	2	2	3	4	3	3	2	2	4	3	3	4	3	2	76	73
S_46	4	3	4	3	2	3	3	4	4	4	3	3	3	3	3	3	2	3	2	3	2	3	3	3	2	78	75	
S_47	3	2	4	4	2	2	2	4	4	4	4	2	2	3	3	3	4	3	2	2	2	2	3	4	3	2	75	72
S_48	4	4	4	3	4	4	4	3	4	3	3	3	3	2	4	3	2	3	3	3	2	2	4	3	4	2	83	80
S_49	4	3	4	4	3	3	4	4	3	4	3	2	2	3	4	3	4	4	2	3	4	3	3	2	3	4	85	82
S_50	3	3	3	3	3	3	2	4	4	4	3	2	3	3	3	4	4	4	2	2	2	3	3	3	2	78	75	
S_51	3	3	3	3	2	3	2	4	4	4	3	3	3	3	3	3	3	3	2	3	2	3	2	3	2	75	72	
S_52	3	3	2	2	2	2	2	3	3	3	3	2	2	2	2	3	3	3	2	2	3	2	2	2	3	2	63	61
S_53	4	4	3	3	3	2	3	4	3	2	2	2	2	2	3	2	3	3	3	3	2	2	4	3	4	2	73	70
S_54	3	3	4	4	4	3	3	4	4	3	3	4	3	4	4	3	4	3	4	3	3	4	3	4	3	4	91	88
S_55	4	4	4	3	3	2	2	4	4	3	3	2	2	2	3	3	3	3	2	3	2	2	3	3	3	2	74	71
S_56	3	3	4	3	3	2	2	3	3	2	2	3	3	4	3	3	3	3	2	2	2	4	2	4	2	3	72	69
S_57	4	3	3	3	3	2	2	3	3	4	4	3	3	2	3	3	3	4	3	2	4	3	4	3	3	3	80	77
S_58	3	3	3	4	4	3	3	3	3	3	3	3	4	3	3	3	4	3	4	3	3	4	3	3	4	85	82	
S_59	3	3	3	3	3	3	3	4	3	3	4	3	3	4	3	3	3	2	3	3	2	3	3	3	5	3	81	78
S_60	4	3	4	3	4	4	3	4	3	4	4	3	2	4	4	3	4	4	4	3	4	3	4	3	4	3	92	88
S_61	3	3	3	3	3	4	3	4	3	4	3	4	4	3	4	4	3	4	3	4	4	3	3	3	4	3	89	86
S_62	4	3	4	3	2	2	2	4	4	4	3	3	2	3	3	2	3	4	3	3	4	4	3	3	4	3	82	79
S_63	3	4	3	3	3	4	4	4	4	3	4	3	4	3	3	4	3	3	3	3	4	3	4	4	4	3	90	87
S_64	3	2	4	3	2	3	1	3	3	3	3	3	2	3	3	2	3	2	3	2	3	2	2	3	2	1	66	63
S_65	3	2	2	3	3	3	3	4	2	3	2	2	3	4	2	3	4	3	3	2	3	2	3	3	2	2	71	68
S_66	3	4	4	3	3	3	2	3	3	4	3	4	2	3	4	2	4	4	3	2	3	2	3	4	3	3	81	78
S_67	3	3	3	3	2	4	2	3	3	4	4	3	2	4	3	3	3	3	3	2	3	3	2	3	3	3	77	74
S_68	3	3	3	2	2	3	3	4	3	3	3	3	3	3	2	3	3	3	2	3	3	3	2	3	3	2	73	70
S_69	4	3	3	1	2	3	2	1	2	2	4	3	1	3	2	3	2	3	1	3	3	2	3	3	2	2	63	61
S_70	4	3	3	2	2	2	4	3	3	3	2	2	3	4	3	3	3	4	3	3	4	3	3	4	3	2	78	75
Total	243	207	234	203	193	197	190	225	225	225	194	185	197	211	221	213	228	228	189	196	199	207	206	221	220	186	5224	



The Frequency Distribution Scores of Self-Efficacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	49	1	1.4	1.4	1.4
	56	1	1.4	1.4	2.9
	61	3	4.3	4.3	7.1
	62	2	2.9	2.9	10.0
	63	2	2.9	2.9	12.9
	65	2	2.9	2.9	15.7
	66	3	4.3	4.3	20.0
	67	5	7.1	7.1	27.1
	68	3	4.3	4.3	31.4
	69	1	1.4	1.4	32.9
	70	4	5.7	5.7	38.6
	71	2	2.9	2.9	41.4
	72	4	5.7	5.7	47.1
	73	3	4.3	4.3	51.4
	74	1	1.4	1.4	52.9
	75	3	4.3	4.3	57.1
	77	1	1.4	1.4	58.6
	78	2	2.9	2.9	61.4
	79	2	2.9	2.9	64.3
	80	4	5.7	5.7	70.0
	82	3	4.3	4.3	74.3
	83	3	4.3	4.3	78.6
	84	1	1.4	1.4	80.0
	85	1	1.4	1.4	81.4
	86	3	4.3	4.3	85.7
	87	3	4.3	4.3	90.0
	88	4	5.7	5.7	95.7
	91	1	1.4	1.4	97.1

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim Riau



92	1	1.4	1.4	98.6
93	1	1.4	1.4	100.0
Total	70	100.0	100.0	

The Tabulation Scores of Self-Efficacy Questionnaire

Respondents	Score	Category	Respondents	Score	Category
Students 1	63	Moderate	Students 36	86	High
Students 2	66	Moderate	Students 37	80	High
Students 3	73	Moderate	Students 38	80	High
Students 4	83	High	Students 39	68	Moderate
Students 5	73	Moderate	Students 40	67	Moderate
Students 6	83	High	Students 41	93	Very High
Students 7	80	High	Students 42	66	Moderate
Students 8	62	Moderate	Students 43	49	Low
Students 9	86	High	Students 44	65	Moderate
Students 10	67	Moderate	Students 45	73	Moderate
Students 11	68	Moderate	Students 46	75	Moderate
Students 12	71	Moderate	Students 47	72	Moderate
Students 13	92	Very High	Students 48	80	High
Students 14	67	Moderate	Students 49	82	High
Students 15	88	High	Students 50	75	Moderate
Students 16	66	Moderate	Students 51	72	Moderate
Students 17	61	Moderate	Students 52	61	Moderate
Students 18	88	High	Students 53	70	Moderate
Students 19	82	High	Students 54	88	High
Students 20	67	Moderate	Students 55	71	Moderate

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students 21	65	Moderate	Students 56	69	Moderate
Students 22	85	High	Students 57	77	Moderate
Students 23	62	Moderate	Students 58	82	High
Students 24	70	Moderate	Students 59	78	High
Students 25	91	Very High	Students 60	88	High
Students 26	56	Moderate	Students 61	86	High
Students 27	70	Moderate	Students 62	79	High
Students 28	79	High	Students 63	87	High
Students 29	87	High	Students 64	63	Moderate
Students 30	72	Moderate	Students 65	68	Moderate
Students 31	87	High	Students 66	78	High
Students 32	83	High	Students 67	74	Moderate
Students 33	72	Moderate	Students 68	70	Moderate
Students 34	84	High	Students 69	61	Moderate
Students 35	67	Moderate	Students 70	75	Moderate
Total	5224				
Mean	74.63				
Maximum	93				
Minimum	49				

No	Categories	Score	Frequency	Percentage
1	Very High	91-100	3	4%
2	High	78-90	26	37%
3	Moderate	52-77	40	57%
4	Low	26-51	1	2%
5	Very Low	14-25	0	0%
Total			70	100%

Frequency Statistics of Self-Efficacy

Items	Exactly True (4)		Moderately True (4)		Hardly True (2)		Not at All True (1)		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
General Self-Efficacy	Q1	35	50%	33	47%	2	3%	0	0%
	Q2	11	16%	46	66%	12	17%	1	1%
	Q3	29	41%	36	51%	5	7%	0	0%
	Q8	33	47%	30	43%	6	9%	1	1%
	Q9	23	33%	39	56%	8	11%	0	0%
	Q10	26	37%	34	49%	9	13%	1	1%
	Q15	15	21%	41	59%	14	20%	0	0%
	Q16	13	19%	44	63%	13	19%	0	0%
	Q17	19	27%	36	51%	14	20%	1	1%
	Q22	13	19%	41	59%	16	23%	0	0%
	Q23	14	20%	39	56%	16	23%	1	1%
	Q4	12	17%	40	57%	17	24%	1	1%
	Q5	13	19%	30	43%	24	34%	3	4%
	Q6	14	20%	32	46%	21	30%	3	4%
	Q7	13	19%	27	39%	27	39%	3	4%
	Q11	21	30%	39	56%	10	14%	0	0%
	Q12	12	17%	33	47%	22	31%	3	4%
	Q13	9	13%	32	46%	24	34%	5	7%
	Q14	12	17%	35	50%	21	30%	2	3%
	Q18	21	30%	46	66%	3	4%	0	0%
	Q19	15	21%	23	33%	28	40%	4	6%
	Q20	11	16%	36	51%	21	30%	2	3%
Q21	17	24%	25	36%	28	40%	0	0%	
Q24	18	26%	43	61%	9	13%	0	0%	
Q25	18	26%	41	59%	10	14%	0	0%	
Q26	11	16%	29	41%	25	36%	5	7%	

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis¹ tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 3

“Test, Key Answer and Students’ Result of Reading Comprehension”

UIN SUSKA RIAU

TES PEMAHAMAN MEMBACA PADA TEKS ANALITIKAL EKSPOSISI

Responden : Siswa/i kelas 11 di MAN 3 Pekanbaru

Petunjuk Pengisian Tes:

1. Tes ini bertujuan untuk menguji siswa dalam memahami teks analitikal eksposisi di MAN 3 Pekanbaru.
2. Silahkan lengkapi biodata Anda menggunakan identitas asli.
3. Jawablah setiap pertanyaan dengan memilih salah satu opsi jawaban yang dianggap paling benar.

Note : Demi menjaga kemurnian hasil penelitian, dilarang menggunakan alat bantu seperti kamus, alfalink, maupun google translate:)

Nama : _____

Kelas : _____

Jenis Kelamin : ☐ Laki-laki ☐ Perempuan

Bacalah teks berikut untuk menjawab pertanyaan nomor 1-5!

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and it is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head. Frequently, drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts **restrain** our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so **they** may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

1. What is the main idea of first paragraph?
 - a. Seat belt can minimize injuries
 - b. The controversial issue of seat belt
 - c. The consideration of using seat belt by designer
 - d. Choosing appropriate seat belt for driver
 - e. The suggestion of using seat belt
2. Who considered a seat belt as an unimportant part?
 - a. Police
 - b. People
 - c. Drivers
 - d. Passengers
 - e. Old car designers
3. "... will not happen since belts **restrain** our body." (paragraph 2).
The underlined word has the similar meaning with ..
 - a. Hold
 - b. Save
 - c. Control
 - d. Avoid
 - e. Help

4. "... that **they** are completely safe." (paragraph 3)

What does the word 'they' refer to?

- a. Cars
- b. Seat belts
- c. Designers
- d. Others
- e. Drivers

5. What is the second argument?

- a. Old cars do not use seat belts
- b. The old cars have seat belts for their safety
- c. The drivers wearing seat belts may drive carefully
- d. The traffic conditions in the past were similar to the recent
- e. The old cars' designer considered a seat belt as an important part

Bacalah teks berikut untuk menjawab pertanyaan nomor 6-10!

The use of formalin and other dangerous preservatives in food has been a serious for two reasons. Firstly, formalin is not for human beings, but it is for biological specimen and experiments. Formalin in biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to **preserve** biological specimens. Thus, it is not for food preservative, it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spread wide all over the Indonesia regions, and these days **it** has really happened, the citizens' bodies will be badly contaminated with the poisons. Fish or food traders still sell their product which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance the should be for the human and animal corpses?

Considering the reasons, we can makes a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

- b. The government has not controlled the use formalin firmly
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be harmful after consuming the formalin
- e. The use of formalin is know all over the regions

7. Based on the fact above, the writer suggest that ...

- a. People have to avoid consuming formalin in their food
- b. The use of formaldehyde is necessary to control the food
- c. People should add 10% solution of formaldehyde in water
- d. The food preservative is required to make the food delicious
- e. Food seller is supposed to pour formalin for vegetable and food products

8. "... a disinfectant or to **preserve** biological specimens." (paragraph 1)

The underlined word has closest in meaning to ...

- a. inhibit
- b. improve
- c. raise
- d. maintain
- e. encourage

9. "... these days **it** has really happened". (paragraph 2)

The word "it" refers to ...

- a. Indonesia region
- b. The use of formalin
- c. Spread wide
- d. The citizen's control
- e. The poison

10. Why is formalin dangerous for human's body?

- a. It is not food preservatives
- b. It is a disinfectant for human beings
- d. It is 10% solution of formaldehyde in water
- e. It is controlled flighty from government

- c. It is used to preserve biological specimens

Bacalah teks berikut untuk menjawab pertanyaan nomor 11-15!

Apartments Offer Practical Living

The number of high-rise apartment buildings continues to **mushroom** not only in the center of the city but also in suburban areas. This shows that many Indonesian enjoy living in apartments. This is true for a number of reasons.

In the first place, people prefer to live in an apartment because it is located near strategic areas. They can save time and energy as they don't have to experience terrible traffic jam.

In addition, they enjoy the new life style because an apartment offers comfort and privacy so they don't have to worry about the city's high crime rate as most apartments have 24-hour security systems.

Moreover, people now enjoy practicality and this is reflected in the design of **their** place. Living rooms become smaller and a veranda is no longer considered an important part of the house.

From the facts above, it is clear that apartments offer practical living which thus make them mushrooming.

11. What is the main idea of paragraph 3?

- a. People enjoy the new life style
- b. They don't have worry of high crime
- c. Apartment offers comfort and privacy
- d. Apartment have 24 hours security system
- e. The location is strategic

12. Based on paragraph two, what does an apartment offer?

- a. Comfort
- b. Security
- c. Privacy
- d. Practicality
- e. Safety

13. "The number of high-rise apartment buildings continues to **mushroom**..." (paragraph 1)

The underlined word means ...

- a. Increase
- b. Enhance
- c. Intensify
- d. Boost
- e. Raise

14. "... the design of **their** place". (paragraph 4)

What does the word "their" refers to?

- a. Practicality and design
- b. Living rooms
- c. Houses
- d. Places
- e. People

15. It can be inferred from the text that ...

- a. Many Indonesian people right now enjoy living in a small house
- b. Practicality means security
- c. People prefer living in an apartment because it is located nearby office areas
- d. Living in an apartment creates practical lifestyle
- e. Secure life styles is mostly preferred now



Bacalah teks berikut untuk menjawab pertanyaan nomor 16-20!

To improve comfort and cleanliness at school, a number of dust bins should be increased. When we look at classrooms, school corridors and school yard, there are paper mineral water cups, straws, and napkins here and there. The condition of un-cleanliness and discomfort really hinders learning and teaching environment. Litters thrown carelessly cause diseases, especially empty plastic cup or glasses. **They** can be filled out with water coming from the rain. This can be placed for dengue mosquitoes to spread out. Besides, these rubbishes can worsen the scene. Well painted wall and green school yard do not mean anything litters are scattered everywhere.

Anyway I notice that most of the students in our school have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins. The numbers of dust binds in our schools are not enough. More dust bins should be put beside each of steps, outside of the classrooms, and some more also the corridors. Probably one dust bin should be in every ten meters. So when students want to **throw away** their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

16. The text mainly discusses about ...
 - a. Cleanliness school should be done by everyone
 - b. Inadequacy dust bin in that school
 - c. Some paper mineral spread up everywhere
 - d. Bad impact of dust bin
 - e. Sharing tips in cleaning the dust bin
17. What is the writer's argument on a sufficient number of dust bins?
 - a. They can serve janitor's energy
 - b. They make school environment neat
 - c. Students can throw garbage away easily
 - d. Students are asked to clean them
 - e. They can prevent litters
18. "So when students want to **throw away** their litters..." (Paragraph 3)
What is the antonym of underlined word....
 - a. Keep
 - b. Remove
 - c. Abandon
 - d. Discard
 - e. Eliminate
19. **They** can be filled out with water..." (Paragraph 2)
The underlined word refers to?
 - a. Glasses
 - b. Plastic cup
 - c. Litters
 - d. Water
 - e. Diseases
20. What is the writer's suggestion
 - a. To hire more gardeners
 - b. To use dustbins efficiently
 - c. Students are asked to give more dustbins
 - d. To buy more dustbins
 - e. To ask parents to give more dustbins



Bacalah teks berikut untuk menjawab pertanyaan nomor 21-25!

Self-defense classes are available for people especially girls and women. The advantage of attending a self class are as follows :

First, we gain more confidence in tackling our surroundings when we learn self-defense techniques. Self-defense training helps us prepare to face the unexpected and know that we could **defend** ourselves against a threat. Such conditions may give us confidence to take on new projects or explore new places. According to a study in the journal *Violence Against women*, Jocelyn Hollander wrote that women overall report a greater feeling of self-worth and empowerment after attending self-defense classes.

Second, self-defense is about personal safety. The most important benefit from any self-defense class is to increase our overall safety in any situation. Being able to face an attacker increases our safety in many situations, from travelling to going out or working late at night. Of course, a major component of staying safe involves avoiding certain situations that increase risks which you will also learn at a self-defense class.

Last, attending self-defense class can engage us more socially with our community. Self-defense classes attract people of all ages and from all different backgrounds. That's why **it** is likely that we will not only gain respect for people from different cultures or social statuses, but may also find ourselves more likely to engage in a group beyond our normal comfort zone. Learning a new skill can bond people together and friendship.

21. What is the text about ...
- The types of personal safety
 - Self-defense for girls and women
 - Learning self-defense techniques
 - The importance of being confident
 - The benefits of attending a self-defense class
22. By attending self-defense class, people will be able to remove their ...
- Fear
 - Sorrow
 - Hesitance
 - Greediness
 - Disapointment
23. "... **defend** ourselves against a threat". (Paragraph 2).
The underlined word has closest meaning to ...
- Anymore
 - Protect
 - Destroy
 - Root
 - Keep up
24. "That's why **it** is likely that..." (Paragraph 4)
The underlined word refers to
- Self-defense classes
 - People
 - Different backgrounds
 - Community
 - Cultures
25. According to the writer's argument, it is expected that readers ...
- Will be brave to face crime when travelling
 - Will be interested in attended self-defense classes
 - Should be self-confident when travelling alone
 - Should have more friends for self-defense
 - Should be aware of threats around them

THE KEY ANSWER OF READING COMPREHENSION TEST

NO	ANSWER	NO	ANSWER	NO	ANSWER
1	B	11	C	21	E
2	E	12	E	22	A
3	A	13	A	23	E
4	E	14	E	24	A
5	A	15	D	25	B
6	B	16	B		
7	A	17	C		
8	D	18	A		
9	B	19	A		
10	C	20	D		

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State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students' Scores of Reading Comprehension Test

Respondents	Number of Items																									Total	Converted Scores
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
S_1	0	0	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	15	60
S_2	1	0	1	1	1	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	16	64
S_3	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	0	1	1	19	76
S_4	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	20	80
S_5	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	18	72
S_6	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	22	88
S_7	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	20	80
S_8	1	1	1	0	0	1	0	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	17	68
S_9	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	20	80
S_10	0	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	1	1	0	0	1	0	1	0	0	14	56
S_11	1	1	1	1	1	0	1	0	1	1	0	1	1	0	0	0	1	1	1	0	1	0	1	0	1	16	64
S_12	1	1	0	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	18	72
S_13	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	23	92
S_14	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	0	0	1	0	1	18	72
S_15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	24	96
S_16	0	1	0	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	0	1	0	1	0	16	64
S_17	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	0	15	60
S_18	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	21	84
S_19	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	23	92
S_20	1	1	1	0	0	0	1	1	1	0	1	1	1	0	1	1	0	0	1	0	0	1	1	1	0	15	60
S_21	1	0	1	1	0	0	1	0	0	0	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	13	52
S_22	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	20	80
S_23	1	1	0	0	1	0	1	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	15	60
S_24	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	21	84
S_25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	23	92
S_26	1	0	0	1	0	1	0	0	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	15	60
S_27	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	17	68
S_28	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	0	0	1	0	1	18	72
S_29	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	20	80
S_30	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	19	76
S_31	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	23	92
S_32	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	18	72
S_33	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	1	0	0	1	1	0	17	68
S_34	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	19	76
S_35	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	0	0	1	0	1	1	0	0	1	0	14	56

S_36	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23	92		
S_37	1	0	0	1	0	1	1	1	0	1	0	1	0	0	1	1	0	1	1	1	0	0	0	1	13	52		
S_38	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	0	19	76		
S_39	0	1	0	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	0	1	0	0	1	0	15	60		
S_40	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	0	16	64	
S_41	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	21	84		
S_42	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	19	76	
S_43	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	20	80	
S_44	1	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	16	64	
S_45	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	19	76	
S_46	1	0	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	0	1	1	16	64	
S_47	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	20	80		
S_48	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	19	76	
S_49	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	19	76	
S_50	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	1	1	0	18	72
S_51	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	0	0	16	64	
S_52	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	0	0	1	1	1	17	68	
S_53	0	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	1	0	0	14	56	
S_54	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	23	92	
S_55	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	0	1	0	1	0	0	1	1	17	68	
S_56	0	0	0	1	1	1	0	0	0	1	1	1	1	1	0	1	0	0	0	1	1	1	1	0	0	13	52	
S_57	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	0	1	1	0	1	1	19	76	
S_58	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	19	76	
S_59	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	1	0	0	1	0	16	64	
S_60	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	1	18	72	
S_61	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	21	84	
S_62	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	17	68	
S_63	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	22	88	
S_64	1	1	1	1	0	1	0	0	1	0	1	0	1	1	0	1	1	0	1	1	0	0	1	0	0	14	56	
S_65	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	0	17	68	
S_66	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	18	72	
S_67	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	19	76	
S_68	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	19	76	
S_69	1	1	1	0	1	1	1	1	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	0	15	60	
S_70	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	22	88	
Total	58	56	47	51	52	57	53	59	44	57	53	55	52	51	49	55	52	48	42	51	46	42	53	44	44		5084	



The Frequency Distribution Scores of Reading Comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	3	4.3	4.3	4.3
	56	4	5.7	5.7	10.0
	60	7	10.0	10.0	20.0
	64	8	11.4	11.4	31.4
	68	7	10.0	10.0	41.4
	72	8	11.4	11.4	52.9
	76	12	17.1	17.1	70.0
	80	7	10.0	10.0	80.0
	84	4	5.7	5.7	85.7
	88	3	4.3	4.3	90.0
	92	6	8.6	8.6	98.6
	96	1	1.4	1.4	100.0
Total		70	100.0	100.0	

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The Tabulation Scores of Reading Comprehension Test

Respondents	Score	Category	Respondents	Score	Category
Students 1	60	Enough	Students 36	92	Very Good
Students 2	64	Enough	Students 37	52	Less
Students 3	76	Good	Students 38	76	Good
Students 4	80	Very Good	Students 39	60	Enough
Students 5	72	Good	Students 40	64	Enough
Students 6	88	Very Good	Students 41	84	Very Good
Students 7	80	Very Good	Students 42	76	Good
Students 8	68	Good	Students 43	80	Very Good
Students 9	80	Very Good	Students 44	64	Enough
Students 10	56	Enough	Students 45	76	Good
Students 11	64	Enough	Students 46	64	Enough
Students 12	72	Good	Students 47	80	Very Good
Students 13	92	Very Good	Students 48	76	Good
Students 14	72	Good	Students 49	76	Good
Students 15	96	Very Good	Students 50	72	Good
Students 16	64	Enough	Students 51	64	Enough
Students 17	60	Enough	Students 52	68	Good
Students 18	84	Very Good	Students 53	56	Enough
Students 19	92	Very Good	Students 54	92	Very Good
Students 20	60	Enough	Students 55	68	Good
Students 21	52	Less	Students 56	52	Less
Students 22	80	Very Good	Students 57	76	Good
Students 23	60	Enough	Students 58	76	Good
Students 24	84	Very Good	Students 59	64	Enough
Students 25	92	Very Good	Students 60	72	Good
Students 26	60	Enough	Students 61	84	Very Good

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students 27	68	Good	Students 62	68	Good
Students 28	72	Good	Students 63	88	Very Good
Students 29	80	Very Good	Students 64	56	Enough
Students 30	76	Good	Students 65	68	Good
Students 31	92	Very Good	Students 66	72	Good
Students 32	72	Good	Students 67	76	Good
Students 33	68	Good	Students 68	76	Good
Students 34	76	Good	Students 69	60	Enough
Students 35	56	Enough	Students 70	88	Very Good
Total	5084				
Mean	72.63				
Maximum	96				
Minimum	52				

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	21	30%
2	Good	66-79	27	39%
3	Enough	56-65	19	27%
4	Less	40-55	3	4%
5	Fail	30-39	0	0%
Total			70	100%



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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 4

“Result of Students’ Try Out”

UIN SUSKA RIAU

THE STUDENTS' RESULT OF READING STRATEGY QUESTIONNAIRE (TRY OUT)

Respon- dents	Number of Items																								Total	Converted Scores
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
S_1	3	3	2	4	3	1	3	2	3	1	3	4	3	3	3	3	2	4	4	3	2	3	4	3	69	58
S_2	5	5	5	4	5	4	5	5	5	4	5	5	4	4	4	4	3	4	5	4	4	4	4	2	103	86
S_3	3	3	2	4	5	4	3	4	3	3	4	5	5	5	3	3	3	3	3	4	2	3	4	5	86	72
S_4	5	4	5	5	3	4	5	3	4	4	4	5	4	4	4	4	5	5	3	4	2	4	4	5	99	83
S_5	5	5	4	5	5	3	5	3	4	5	4	5	5	5	5	5	5	5	3	5	4	5	5	5	110	92
S_6	3	4	2	3	4	3	3	3	4	4	3	2	4	4	4	4	3	4	4	4	4	4	4	4	85	71
S_7	4	5	3	5	5	4	4	3	2	4	4	5	5	5	4	2	4	5	3	5	4	4	5	5	99	83
S_8	2	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	69	58
S_9	3	5	3	4	5	3	5	3	5	3	5	5	4	5	4	5	4	5	4	5	4	4	5	4	102	85
S_10	4	4	4	5	3	4	2	4	3	4	4	4	3	4	2	4	3	3	4	4	2	3	3	4	84	70
S_11	4	4	4	5	5	5	2	5	4	3	5	3	5	1	5	5	5	5	5	5	5	5	5	5	106	88
S_12	3	5	4	3	4	3	3	1	4	4	2	3	3	4	4	2	3	2	3	4	3	2	4	4	77	64
S_13	3	2	2	3	3	2	2	2	1	1	1	4	2	2	2	2	2	1	1	3	1	2	4	3	51	43
S_14	3	3	3	4	4	2	3	2	5	4	4	4	3	3	4	2	3	4	4	4	4	3	4	5	84	70
S_15	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	118	98
S_16	4	5	4	4	5	4	4	3	3	4	3	3	3	4	3	3	3	3	3	4	3	4	3	5	87	73
S_17	3	3	3	3	3	2	4	4	3	4	3	4	4	4	4	3	3	3	3	4	3	4	3	4	81	68
S_18	4	5	3	5	5	2	5	5	4	4	5	5	5	4	4	4	4	5	2	5	3	4	5	5	102	85
S_19	4	5	2	5	5	3	4	5	3	4	5	3	3	5	5	5	4	5	5	5	3	5	3	3	99	83
S_20	3	3	1	5	5	1	4	4	3	3	4	5	3	5	1	3	1	4	1	4	3	3	2	5	76	63
S_21	4	5	4	5	5	3	4	3	4	4	4	5	2	4	2	2	4	4	2	4	2	3	5	4	88	73
S_22	4	5	4	4	4	3	5	3	5	5	4	5	3	4	5	3	3	4	2	4	3	3	3	5	93	78
S_23	3	4	2	5	2	2	5	4	2	4	3	2	5	2	5	3	4	3	3	2	2	4	3	4	78	65
S_24	4	3	1	5	4	1	1	1	3	4	5	4	3	4	4	1	3	1	1	2	2	2	2	2	63	53
S_25	3	2	3	4	5	4	4	4	4	3	3	2	3	3	4	4	4	3	4	4	4	3	3	4	84	70
Total	91	99	80	105	106	68	98	81	89	93	93	102	88	100	93	84	86	93	80	100	77	89	95	103		

THE STUDENTS' RESULT OF SELF-EFFICACY QUESTIONNAIRE (TRY OUT)

Respon- dents	Number of Items																												Total	Converted Scores
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
S_1	4	4	4	3	3	4	3	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4	4	4	3	3	4	104	93
S_2	4	3	4	3	3	3	3	3	3	3	4	3	2	2	3	4	3	4	2	2	4	3	3	4	4	2	2	4	87	78
S_3	4	3	4	3	2	3	3	4	4	4	3	3	3	3	3	3	2	3	2	3	2	3	3	3	3	2	3	3	84	75
S_4	3	2	4	4	2	2	2	4	4	4	4	3	2	3	3	3	4	3	2	2	2	2	3	4	3	2	3	2	81	72
S_5	3	3	3	2	2	2	2	3	3	3	2	3	2	2	3	3	2	3	2	2	2	2	3	3	2	2	3	2	69	62
S_6	4	3	4	4	3	3	4	4	3	4	3	3	2	3	4	3	4	4	2	3	4	3	3	3	3	4	2	4	93	83
S_7	3	3	3	3	3	3	2	4	4	4	3	2	3	3	3	4	4	4	2	2	2	3	4	3	3	2	3	4	86	77
S_8	3	3	3	3	2	3	2	4	4	4	4	4	3	3	3	3	3	3	2	3	2	3	2	3	2	3	2	4	83	74
S_9	3	3	2	2	2	2	2	3	3	3	3	2	2	2	2	3	3	3	2	2	3	2	2	3	3	2	2	4	70	63
S_10	4	4	3	3	3	2	3	4	3	2	2	2	2	2	3	2	3	3	3	3	4	2	4	3	4	2	3	2	80	71
S_11	2	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	81	72
S_12	4	4	4	3	3	2	2	4	4	3	3	3	2	2	3	3	3	3	2	3	2	2	3	3	3	2	2	3	80	71
S_13	2	2	3	3	2	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	77	69
S_14	3	2	2	3	3	3	2	3	2	3	3	2	3	3	2	2	2	3	3	2	3	2	3	2	3	3	2	3	72	64
S_15	3	3	3	2	2	2	3	3	4	3	3	4	2	2	3	4	3	3	2	4	2	3	4	3	3	2	3	4	82	73
S_16	4	3	4	4	3	4	3	4	2	3	4	3	3	4	3	3	3	3	4	3	4	3	3	3	4	3	4	3	94	84
S_17	2	3	3	2	2	3	2	3	4	2	4	4	2	4	4	4	4	4	2	4	2	3	3	4	4	4	4	4	90	80
S_18	4	4	4	3	3	4	3	4	4	4	3	4	3	3	4	4	4	3	3	3	2	3	4	4	4	4	4	4	100	89
S_19	3	3	4	4	3	3	2	4	3	3	4	3	3	3	3	4	3	3	4	2	2	4	2	3	4	4	4	4	91	81
S_20	4	3	3	3	4	4	3	4	3	3	4	3	2	3	3	3	3	3	3	4	4	3	2	3	3	3	2	4	89	79
S_21	3	4	3	2	2	3	2	3	3	2	3	3	3	3	3	2	3	3	2	3	2	2	3	3	3	3	2	4	77	69
S_22	3	2	4	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	2	2	2	3	3	2	3	2	2	3	75	67
S_23	3	2	3	3	2	2	2	3	3	3	3	3	2	2	2	2	2	3	2	3	3	3	3	3	3	3	2	3	73	65
S_24	3	3	3	3	2	2	3	3	3	3	3	2	1	2	3	3	3	3	2	2	3	3	3	3	3	2	1	3	73	65
S_25	2	2	2	2	2	2	2	3	2	1	2	1	2	1	2	2	1	3	2	2	3	2	3	2	2	1	1	2	54	48
Total	80	73	82	73	63	69	62	86	80	77	80	73	62	68	74	77	74	80	62	69	68	69	76	76	79	66	64	83		

THE STUDENTS' RESULT OF READING COMPREHENSION TEST (TRY OUT)

Respon- dents	Number of Items																									Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
S_1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	1	0	0	1	1	0	0	1	1	11
S_2	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	1	1	13
S_3	0	0	0	1	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0	0	1	4
S_4	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	1	1	5
S_5	1	0	0	1	1	0	0	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	1	0	1	4
S_6	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	17
S_7	0	1	0	1	0	0	1	1	0	0	1	1	1	0	0	0	1	0	1	1	0	0	0	1	0	6
S_8	0	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	14
S_9	1	1	1	0	0	1	0	1	1	0	0	0	1	1	0	0	1	0	0	1	1	0	1	0	1	12
S_10	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0	1	0	0	1	0	2
S_11	1	1	0	0	0	1	1	0	0	0	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	10
S_12	1	0	1	1	1	0	0	0	1	0	0	0	1	0	1	0	1	1	0	1	1	0	1	1	0	9
S_13	0	1	0	0	0	0	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	0	0	0	8
S_14	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	7
S_15	0	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	9
S_16	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	1	5
S_17	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	0	1	14
S_18	0	1	0	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	0	0	1	0	0	0	11
S_19	1	1	1	1	0	1	0	1	0	0	0	1	1	0	0	1	0	0	1	1	0	0	1	0	0	7
S_20	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	1	1	6
S_21	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	17
S_22	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	0	0	0	0	1	1	1	0	10
S_23	0	0	1	0	0	1	0	1	1	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	8
S_24	1	0	0	1	1	0	0	0	1	0	1	1	0	1	0	0	0	0	0	0	1	0	0	0	1	3
S_25	0	1	1	0	0	0	1	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	10
Total	14	16	11	12	10	13	13	12	14	11	14	13	12	13	10	11	15	13	10	12	11	10	12	14	16	
P	0.56	0.64	0.44	0.48	0.40	0.52	0.52	0.48	0.56	0.44	0.56	0.52	0.48	0.52	0.40	0.44	0.60	0.52	0.40	0.48	0.44	0.40	0.48	0.56	0.64	
A/R	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
E/D	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

P : Index of difficulty

A : Accepted = 25

R : Rejected = 0

E : Easy = 0

D

:

Difficult

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 5

“RECOMMENDATION LETTER”

UIN SUSKA RIAU



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

0739/Un.04/Ps/PP.00.9/2020

Pekanbaru, 15 Mei 2020

1. Diarahkan

2. Diarahkan

3. Diarahkan

Kepada Yth.

1. Dr. Abdul Hadi, MA, PhD (Pembimbing Utama)

2. Dr. Faurina Anastasia, M. Hum (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Hildayanti Witri

NIM : 21790125834

Program Pendidikan : Magister/Strata Dua (S2)

Program Studi : Pendidikan Agama Islam

Semester : V (Lima)

Judul Tesis : The Relationship Of Reading Strategy And Self - Efficacy With Reading Comprehension Of The Eleventh Grade Studedents At State Islamic Senior High School 3 Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,



Dr. Afrizal M. MA

21791015 198903 1 001

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak cipta dilindungi Undang-Undang

UIN SUSKA RIAU



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Pekanbaru, 28 Februari 2020

Nomor : 0428/Un.04/PPs/PP.00.9/2020
: berkas
: izin Melakukan Kegiatan Penelitian Pra Tesis

Kepada Yth.
Kepala MAN 3 Pekanbaru
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh.

Dengan hormat, dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Hildayanti Witri
NIM	: 21790125834
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: V (Lima)
Judul Tesis	: The Relationship Of Reading Strategy And Self-Efficacy With Reading Comprehension Of the Eleventh Grade Students At State Islaic senior high School 3 Pekanbaru

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari SMA 3 Pekanbaru.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001

1. Diizinkan untuk mengikuti sebagai calon pascasarjana seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 P.O.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Nomor
Lamp.
Hal

: 1072/Un.04/Ps/PP.00.9/2020
 : 1 berkas
 : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 12 November 2020

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Riau
 Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: HILDAYANTI WITRI
NIM	: 21790125834
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VI (Enam) / 2020
Judul Tesis/Disertasi	: THE INFLUENCE OF READING STRATEGY USE AND SELF-EFFICACY ON STUDENTS' READING COMPREHENSION : A CORRELATIONAL STUDY AT A STATE ISLAMIC SENIOR HIGH SCHOOL IN PEKANBARU

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari MAN 3 PEKANBARU

Waktu Penelitian: 3 Bulan (21 November 2020 s.d 09 Desember 2020)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
 Direktur



Prof. Dr. Afrizal. M, MA
 NIP. 19591015 198903 1 001



Hak Cipta Dilindungi Undang-Undang



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PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/36496

TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1072/Un.04/Ps/PP.00.9/2020** Tanggal **12 November 2020**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	HILDAYANTI WITRI
2. NIM / KTP	:	21790125834
3. Program Studi	:	PENDIDIKAN AGAMA ISLAM S2
4. Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S2
6. Judul Penelitian	:	THE INFLUENCE OF READING STRATEGY USE AND SELF-EFFICACY ON STUDENTS' READING COMPREHENSION : A CORRELATIONAL STUDY AT A STATE ISLAMIC SENIOR HIGH SCHOOL IN PEKANBARU
7. Lokasi Penelitian	:	MAN 3 PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 18 November 2020



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



PEMERINTAH KOTA PEKANBARU BADAN KESATUAN BANGSA DAN POLITIK

JL. ARIFIN AHMAD NO. 39 TELP. / FAX. (0761) 39399 PEKANBARU

SURAT KETERANGAN PENELITIAN

Nomor : 071/BKBP-SKP/2020/2518



a. Dasar

1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

b. Menimbang

: Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISET/36496 tanggal 18 November 2020, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Tesis.

MEMBERITAHUKAN BAHWA :

1. Nama : HILDAYANTI WITRI
2. NIM : 21790125834
3. Fakultas : PASCASARJANA UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN AGAM ISLAM
5. Jenjang : S2
6. Alamat : JL. AKASIA KEL. RIDAN PERMAI KEC. BANGKINANG-KAMPAR
7. Judul Penelitian : THE INFLUENCE OF READING STRATEGY USE AND SELF-EFFICACY ON STUDENTS READING COMPREHENSION : A CORRELATIONAL STUDY AT A STATE ISLAMIC SENIOR HIGH SCHOOL IN PEKANBARU
8. Lokasi Penelitian : KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 1 (satu) tahun terhitung mulai tanggal Surat Keterangan Penelitian ini dibuat.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 19 November 2020

a.n. Kepala Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru

Sekretaris

H. MAISISCO, S.Sos, M.Si

Pembina Tingkat I

NIP. 19710514 199403 1 007

Tembusan

- Yth : 1. Direktur Program Pascasarjana UIN SUSKA Riau di Pekanbaru.
2. Yang Bersangkutan.

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU
 (NSM : 13.1.1.14.71.0003 NPSN.69995182)

Jl. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru
 Website: <http://www.man3pekanbaru.sch.id> E-mail : man3gemilang@gmail.com



Hak Cipta milik UIN Suska Riau
 Hak Cipta Dilindungi Undang-Undang

Nomor : 659/Ma.04.7/TL.00/11/2020
 Sifat : Biasa
 Lampiran : -
 Tujuan : Izin Melakukan Penelitian

Kepada
 Yth. Kepala Kantor Kementerian Agama Kota Pekanbaru
 Di
 Pekanbaru

Assalamualaikum 'alaikum warohmatullahi wabarakatuh

Menanggapi surat Kepala Kementerian Kota Pekanbaru Nomor: B-4000/Kk.04.5/TL.00/11/2020 tanggal 24 November 2020 Perihal: Rekomendasi Penelitian dan Surat Program Pascasarjana UIN SUSKA Riau Nomor: 1077/Un.04/PPs/PP.00.9/2020 tanggal 12 November 2020 dan Surat Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru Nomor: 071/BKBP-SKP/2020/3072518 perihal seperti Pokok Surat, atas nama:

Nama : Hildayanti Witri
 NIM : 21790125834
 Jenjang : S2
 Program Studi : Pendidikan Agama Islam
 Fakultas : Pascasarjana UIN SUSKA Riau

Dengan ini disampaikan bahwa kami bersedia menerima mahasiswa/i yang namanya tersebut diatas untuk melakukan Penelitian di MAN 3 Kota Pekanbaru, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

"The Influence of Reading Strategy Use and Self-Efficacy on Students Reading Comprehension: A Correlational Study at A State Islamic Senior High School in Pekanbaru."

Demikian surat ini disampaikan untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 26 November 2020
 Kepala,



Sukeimi, M.Pd
 NIP. 196606161994031007

Tembusan :

1. Yth. Kepala Kantor Wilayah Kemenag Prov. Riau di Pekanbaru;
2. Yth. Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru di Pekanbaru;
3. Yth. Direktur Program Pascasarjana UIN SUSKA Riau di Pekanbaru;
4. Yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Jalan. Arifin Achmad Simpang Rambutan Nomor.1. Pekanbaru 28294

Telp. 0761 66513, 66504, 61802 Faximile 66513

Email: tu.pekanbaru@yahoo.co.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

24 November 2020M

08 Rabbul Akhir 1441 H

Nomor :B- /Kk.04.5/TL.00//11/2020

Sifat : ---

Lampiran : -

Perihal : Rekomendasi Penelitian

Yth. Kepala MAN 3 Pekanbaru

Dengan hormat,

Memperhatikan maksud Surat Program Pascasarjana UIN Suska Riau Pekanbaru No: 1077/Un.04/PPs/PP.00.9/2020, Tanggal 12 November 2020, dan Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No: 071/BKBP-SKP/2020/3072518 Tanggal 19 November 2020, Perihal seperti Pokok Surat, akan datang menghadap saudara:

Nama : HILDAYANTI WITRI
NIM : 21790125834
Fakultas : PASCASARJANA UIN SUSKA RIAU
Jurusan : PENDIDIKAN AGAMA ISLAM
Jenjang : S2
Alamat : JL. AKASIA KEL. RIDAN PERMAI KEC. BANGKINANG- KAMPAR

Bermaksud melakukan penelitian di Madrasah yang saudara pimpin, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

THE INFLUENCE OF READING STRATEGY USE AND SELF-EFFICACY ON STUDENTS READING COMPREHENSION : A CORRELATIONAL STUDY AT A STATE ISLAMIC SENIOR HIGH SCHOOL IN PEKANBARU

Untuk maksud tersebut kiranya saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiah.

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Kepala



Edwar S. Umar

Tembusan:

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2. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru.
3. Yang bersangkutan.

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MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU

(NSM : 13.1.1.14.71.0003 NPSN.69995182)

Jl. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru

Website: <http://www.man3pekanbaru.sch.id> E-mail : man3gemilang@gmail.com



Nomor : 659/Ma.04.7/TL.00/11/2020
Sifat : Biasa
Tempat : -
Hal : Izin Melakukan Penelitian

Kepada
Yth. Kepala Kantor Kementerian Agama Kota Pekanbaru
Di
Pekanbaru

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Menanggapi surat Kepala Kementerian Kota Pekanbaru Nomor: B-4000/Kk.04.5/TL.00/11/2020 tanggal 24 November 2020 Perihal: Rekomendasi Penelitian dan Surat Program Pascasarjana UIN SUSKA Riau Nomor: 1077/Un.04/PPs/PP.00.9/2020 tanggal 12 November 2020 dan Surat Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru Nomor: 071/BKBP-SKP/2020/3072518 perihal seperti Pokok Surat, atas nama:

Nama : Hildayanti Witri
NIM : 21790125834
Jenjang : S2
Program Studi : Pendidikan Agama Islam
Fakultas : Pascasarjana UIN SUSKA Riau

Dengan ini disampaikan bahwa kami bersedia menerima mahasiswa/i yang namanya tersebut diatas untuk melakukan Penelitian di MAN 3 Kota Pekanbaru, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

"The Influence of Reading Strategy Use and Self-Efficacy on Students Reading Comprehension: A Correlational Study at A State Islamic Senior High School in Pekanbaru."

Demikian surat ini disampaikan untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 26 November 2020
Kepala,

Sukeimi, M.Pd
NIP. 196606161994031007

Tembusan :

1. Yth. Kepala Kantor Wilayah Kemenag Prov. Riau di Pekanbaru;
2. Yth. Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru di Pekanbaru;
3. Yth. Direktur Program Pascasarjana UIN SUSKA Riau di Pekanbaru;
4. Yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU
 (NSM : 13.1.1.14.71.0003 NPSN.69995182)

Jl. HR. Soebrantas KM. 14 Kecamatan Tampan – Pekanbaru
 Website: <http://www.man3pekanbaru.sch.id> E-mail : man3gemilang@gmail.com



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State Islamic University of Sultan Syarif Kasim Riau

Nomor : 665/Ma.04.7/TL.00/12/2020
 Sifat : Biasa
 Lampiran : -
 Hal : Surat Balasan Penelitian.

Kepada
 Yth. Kepala Kantor Kementerian Agama Kota Pekanbaru
 Di
 Pekanbaru

Assalamualaikum 'alaikum warohmatullahi wabarakatuh

Menanggapi surat Kepala Kantor Kementerian Kota Pekanbaru Nomor: B-4000/Kk.04.5/TL.00/11/2020 tanggal 24 November 2020 dan Surat Direktur Program Pascasarjana UIN SUSKA Riau Nomor: 1077/Un.04/PPs/PP.00.9/2020 tanggal 12 November 2020 dan Surat Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru Nomor: 071/BKBP-SKP/2020/3072518 tanggal 19 November 2020 perihal Rekomendasi Penelitian, atas nama:

Nama : Hildayanti Witri
 NIM : 21790125834
 Jenjang : S2
 Program Studi : Pendidikan Agama Islam
 Fakultas : Pascasarjana UIN SUSKA Riau

Dengan ini disampaikan bahwa nama yang tersebut diatas benar telah melakukan penelitian di MAN 3 Kota Pekanbaru, guna mendapatkan dan mengumpulkan data yang diperlukan dalam penelitian dengan judul:

“The Influence of Reading Strategy Use and Self-Efficacy on Students Reading Comprehension: A Correlational Study at A State Islamic Senior High School in Pekanbaru.”

Demikian surat ini disampaikan untuk dapat dipergunakan sebagaimana mestinya.



Pekanbaru, 02 Desember 2020
 Kepala,

M. Sukeimi, M.Pd
 NIP. 196606161994031007

Tembusan :

1. Yth. Kepala Kantor Wilayah Kemenag Prov. Riau di Pekanbaru;
2. Yth. Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru di Pekanbaru;
3. Yth. Direktur Program Pascasarjana UIN SUSKA Riau di Pekanbaru;
4. Yang bersangkutan.



UIN SUSKA RIAU

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Hildayanti Witri

Nomor ID : 21790125834

Jenis Kelamin : Perempuan

Tanggal Lahir : 08 April 1995

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 57

القواعد : 55

القرأة : 57

النتيجة : 563

Berlaku Hingga : 27 Oktober 2021



Arabic Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823

Email : info@pusat-bahasa.info Website : pusat-bahasa.info



Mahyudin Syukri, M. Ag
The Head of Language Development Center

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau

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LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مرکز تنمية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Hildayanti Witri

ID Number : 21790125834

Date of Birth : April 08, 1995

Sex : Female

Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 49

Structure & Written Expressions : 56

Reading Comprehension : 53

Overall Score : 527

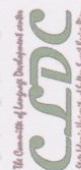
Expired Date : September 15, 2021



The Head of Language Development Center

Mahyudin Syukri, M. Ag

NIP. 19770421 200604 1 003



English Proficiency Test® Certificate Provided by

Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.

The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004

HP. 0852 7144 0823 Fax. (0761) 858832

Email : info@pusat-bahasa.info Website : pusat-bahasa.info

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KONTROL KONSULTASI PEMBINGUNGAN TESIS/ DISERTASI

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Pembimbing/ Promotor	Keterangan
1.	6/8-2020	Konsultasi cover dan chapter I	Promotor	
2.	27/8-2020	Feedback + konsultasi chapter I	Promotor	
3.	12/10-2020	Feedback chapter I, Konsultasi chapter II dan III	Promotor	
4.	15/11-2020	Revisi chapter II, III, instrument	Promotor	
5.	7/2-2021	Konsultasi chapter IV dan V	Promotor	
6.	23/2-2021	Feedback chapter IV dan V, revisi Thesis Approved	Promotor	

Catatan :
*Coret yang tidak perlu

Pekanbaru, 20....

Pembimbing / Promotor*

Promotor

KONTROL KONSULTASI PEMBINGUNGAN TESIS/ DISERTASI

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Pembimbing/ Promotor	Keterangan
1.	27/2-2020	Konsultasi chapter I dan II	Promotor	
2.	11/-2020	Feedback chapter I, II Konsultasi chapter III, instrument	Promotor	
3.	25/2-2021	Konsultasi chapter I, II, III	Promotor	
4.	27/2-2021	Konsultasi chapter IV, V	Promotor	
5.	4/3-2021	Feedback chapter IV, V dan konsultasi abstrak	Promotor	
6.	6/3-2021	Feedback Thesis Approved	Promotor	

Catatan :
*Coret yang tidak perlu

Pekanbaru, 20....

Pembimbing / Co Promotor*

Promotor



CURRICULUM VITAE



I. Personal Identity

Name	: Hildayanti Witri
Place, Date of Birth	: Bangkinang, April 8 th 1995
Gender	: Female
Address	: JL, Akasia Desa Ridan Permai, Bangkinang
Religion	: Islam
Nationality	: Indonesia
Marital Status	: Single
Phone Number	: 085356696095
Email	: hildayantiwitri@gmail.com

II. Education Background

1. SD (Elementary School)	: SDN 004 Bangkinang (2001-2007)
2. SMP (Junior High School)	: SMPN 1 Bangkinang (2007-2010)
3. SMA (Senior High School)	: SMAN 1 Bangkinang (2010-2013)
4. Sarjana/S1 (Bachelor Degree)	: UIN SUSKA Riau (2013-2017)
5. Pasca Sarjana/S2 (Postgraduate)	: UIN SUSKA RIAU (2018-2021)



III. Job Experience

1. PPL (Praktik Pengalaman Lapangan) at MTs Muhammadiyah Pekanbaru (2016)
2. Tutor of English Day Program at SMK Taruna Masmur Pekanbaru (2017)
3. Private Teacher of SD, SMP, SMA (2018-2020)
4. Freelance Teacher at Ganesha Operation Course (2018-2020)
5. Tutor of English Club at MI Taskim Pekanbaru (2019-2020)

IV. Skills

Language : Indonesian and English

Computer : Windows Operating System and Microsoft Office

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak mengizinkan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.